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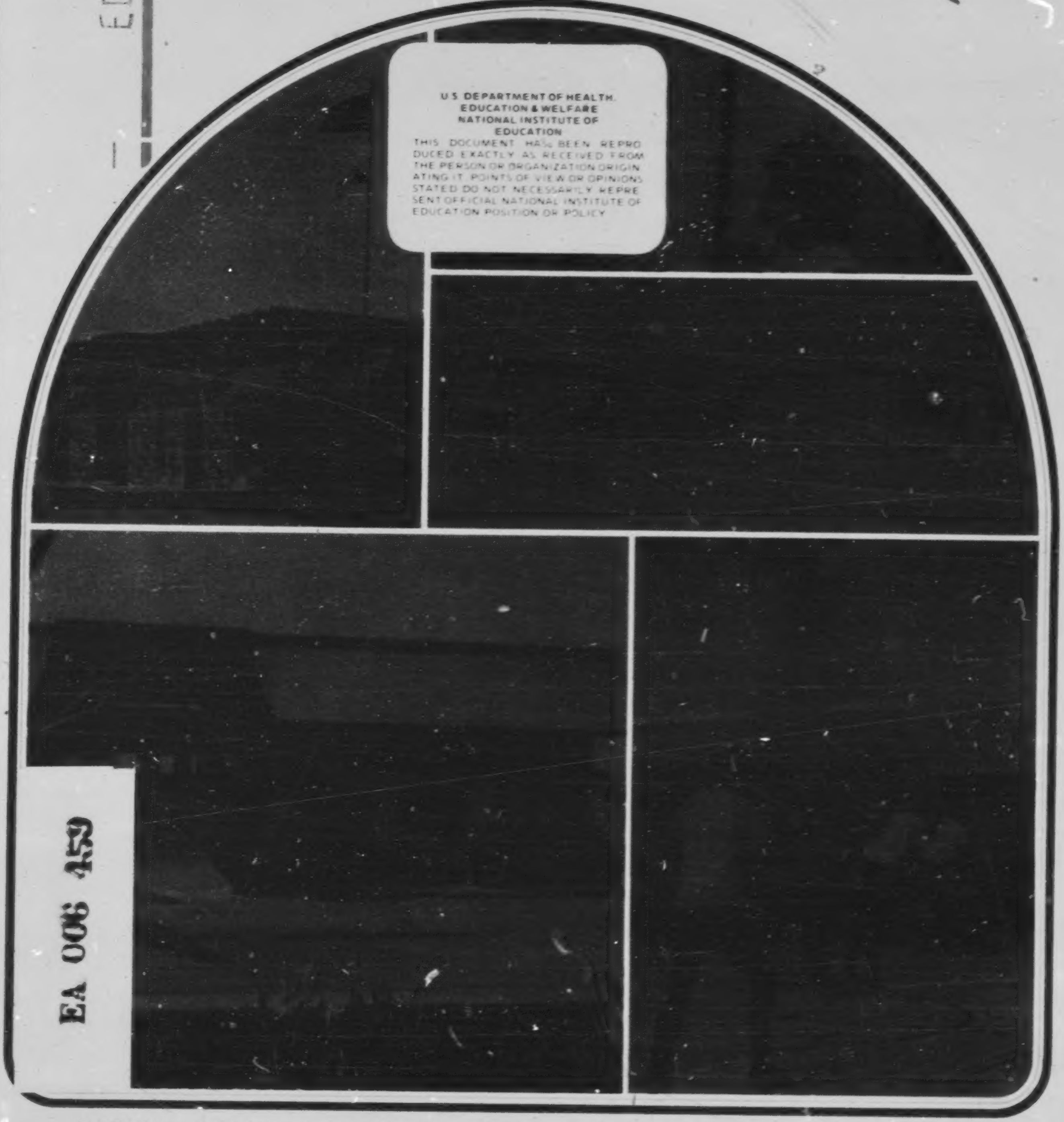
ABSTRACT

As new educational programs emerge and changes are made to meet the needs of pupils, appropriate adaptations must likewise be made in school buildings. This publication relates programs for exceptional children to the facilities that make possible the implementation of such programs. The exemplary programs and facilities described in this publication have been selected to represent all areas of the State of California so that school personnel might visit existing facilities and learn from the experiences of others. The publication demonstrates what can be accomplished when constructive, innovative ideas for the education of exceptional children are combined with flexible, imaginative school planning methods. (Photographs may reproduce poorly.) (Author/MLF)

ED 097761

Special Schools For Exceptional Children



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EA 006 459

CALIFORNIA STATE DEPARTMENT OF EDUCATION, Wilson Riles, Superintendent of Public Instruction, Sacramento, 1973

Special Schools For Exceptional Children

Prepared by the
BUREAU OF SCHOOL FACILITIES PLANNING

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1973

Foreword

The process of planning school facilities is constantly in flux. As new educational programs emerge and changes are made to meet the needs of pupils, appropriate adaptations must likewise be made in school buildings.

Such flexibility is especially important in the planning of facilities for exceptional children. In recent years we have witnessed a shift in enrollment of exceptional children from special schools to regular schools; in addition, resource personnel working in a media center located in the regular school have provided specialized individual help for these children. New programs have also been established that involve special day classes and development centers for multihandicapped children.

I believe that the trend to integrate exceptional children as much as possible into regular school programs is beneficial to both exceptional and normal children. If changes in our concepts of school facilities are necessary to implement this idea, it is my strong belief that these changes should – indeed must – be made. This publication shows us what can be accomplished when constructive, innovative ideas for the education of exceptional children are combined with flexible, imaginative school planning methods.

Wilson Riles

Superintendent of Public Instruction

Preface

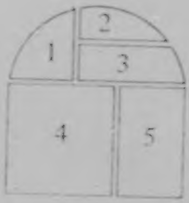
The Bureau of School Facilities Planning has traditionally disseminated information to school districts regarding exemplary educational programs that are implemented with specially designed school facilities. This publication – the first of its kind from the California State Department of Education – relates exemplary programs for exceptional children to the facilities that make possible the implementation of such programs. This kind of harmony between facility and program is accomplished through a systematic procedure involving as many resources as possible in the planning process.

The exemplary programs and facilities described in this publication have been selected to represent all areas of the state so that personnel from school districts and offices of county superintendents of schools may visit existing facilities and learn from the experiences of others. It is hoped that this will result in the extension of innovative concepts and increase the quality of facilities for exceptional children.

The Bureau of School Facilities Planning staff is available to assist school districts in the solution of their planning problems. It is hoped that districts will call on the bureau for assistance in the utilization of this document.

EDWIN H. HARPER
Deputy Superintendent of
Public Instruction for Administration

AUBREY W. CALVERT
Chief, Bureau of School Facilities Planning



COVER CREDITS

1. *Danbury School*
2. *Selby Grove Elementary School*
3. *Grant Special Education Center*
4. *Special Training Farm*
5. *Marlton School*

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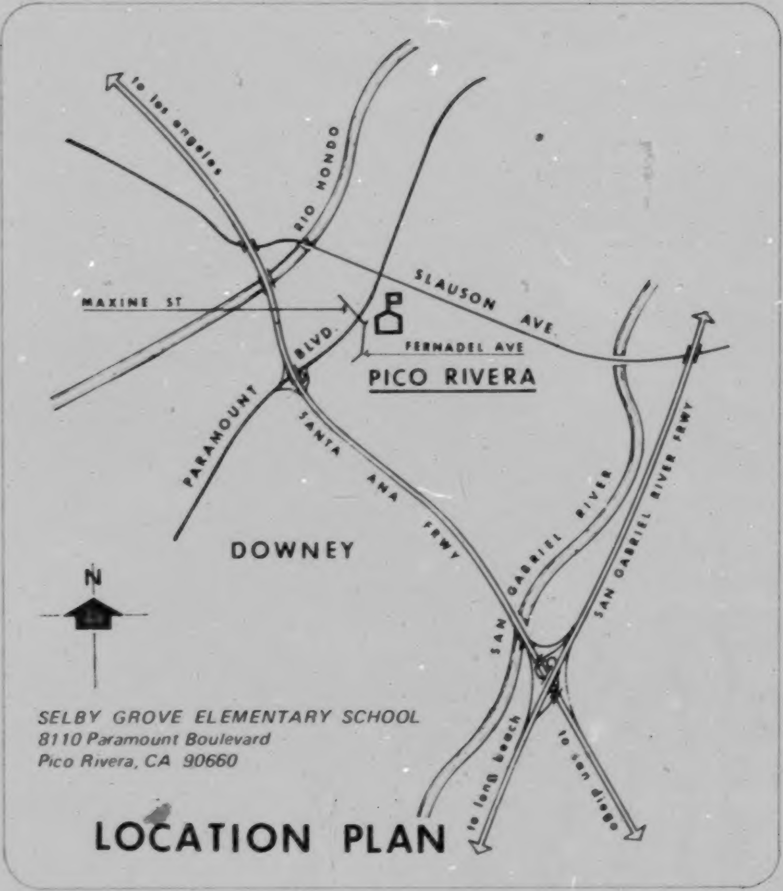
SELBY GROVE ELEMENTARY SCHOOL

El Rancho Unified School District
John P. Jones, Superintendent
William A. McNaught, Principal

Architect: Harold Gimeno
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Eight through twelve years
Maximum capacity of building: 16


to los angeles
RIO HONDO
SLAUSON AVE.
MAXINE ST
FERNADEL AVE
BLVD.
PICO RIVERA
PARAMOUNT
SANTA ANA FRWY
DOWNEY
SAN GABRIEL RIVER
SAN GABRIEL RIVER FRWY
N
to long beach
to san diego

SELBY GROVE ELEMENTARY SCHOOL
8110 Paramount Boulevard
Pico Rivera, CA 90660

LOCATION PLAN

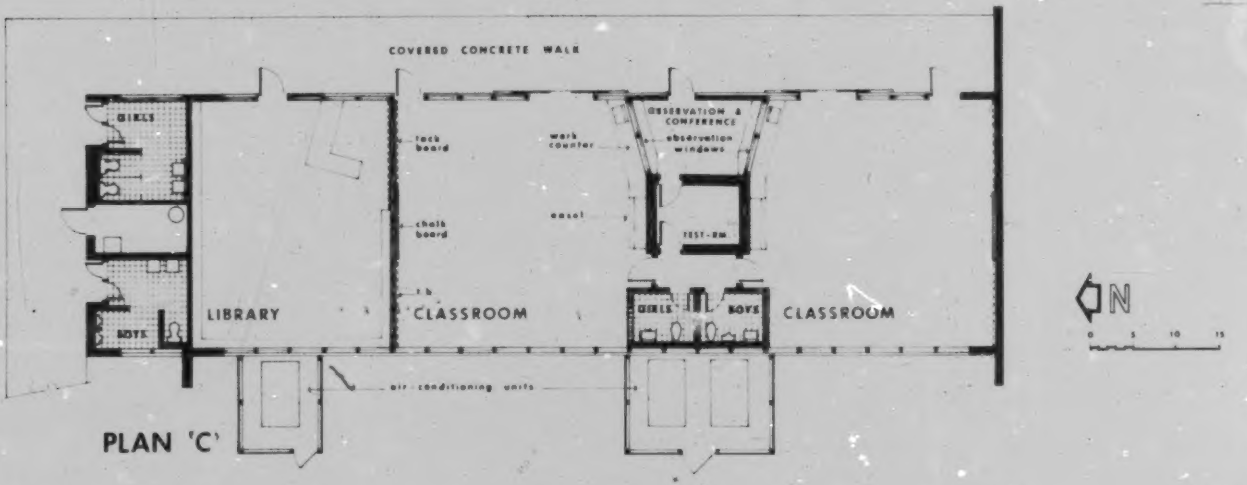
Educational Program

Distractibility is a common characteristic of aphasic children – children who find it difficult to interpret sounds. Individual therapy for these children is essential and requires housing and equipment that create a quiet environment with specialized equipment for amplification of sound. Some of the regular classrooms at Selby Grove Elementary School were converted to provide such facilities for aphasic children.

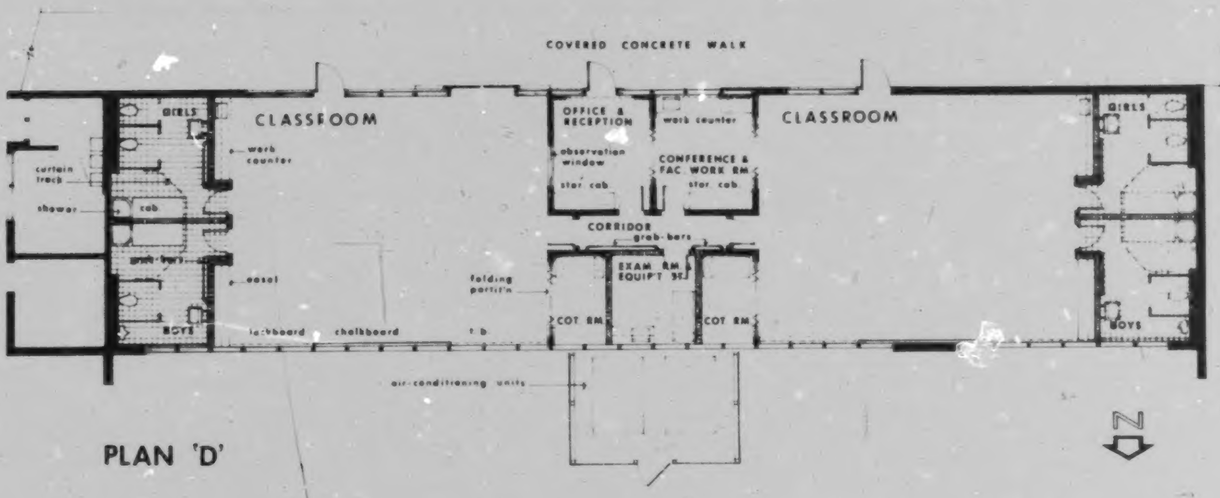
Essential to the aphasic program is the recreation area, which is conducive to integrating the aphasic children with the regular pupils. The area provides adequate space for play activities and full self-expression.

Facility Design

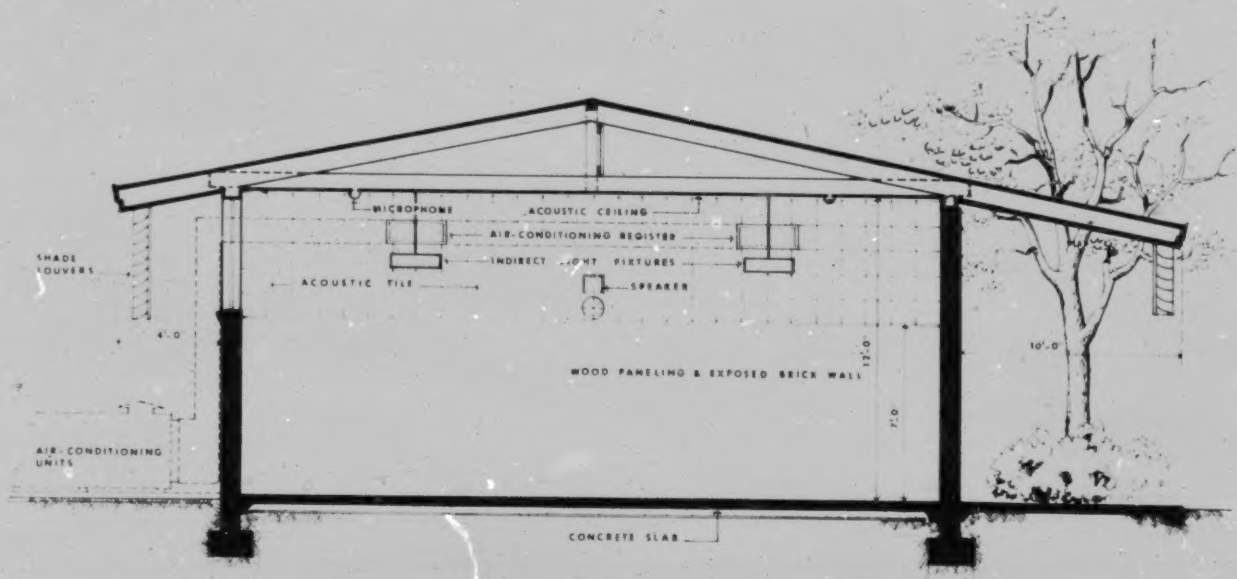
To minimize learning difficulties and to help establish better learning patterns for aphasic pupils, the special facilities at Selby Grove include complete interior thermal control, carpeting, and acoustically treated walls and ceilings. Special features are a soundproof testing room and an observation room equipped with earphones connected to microphones mounted in the classrooms.


COVERED CONCRETE WALK
GIRLS
BOYS
LIBRARY
tack board
chalk board
t.b.
CLASSROOM
work counter
easel
OBSERVATION & CONFERENCE
observation windows
TEST-RM
GIRLS
BOYS
CLASSROOM
air-conditioning units
N
0 5 10 15

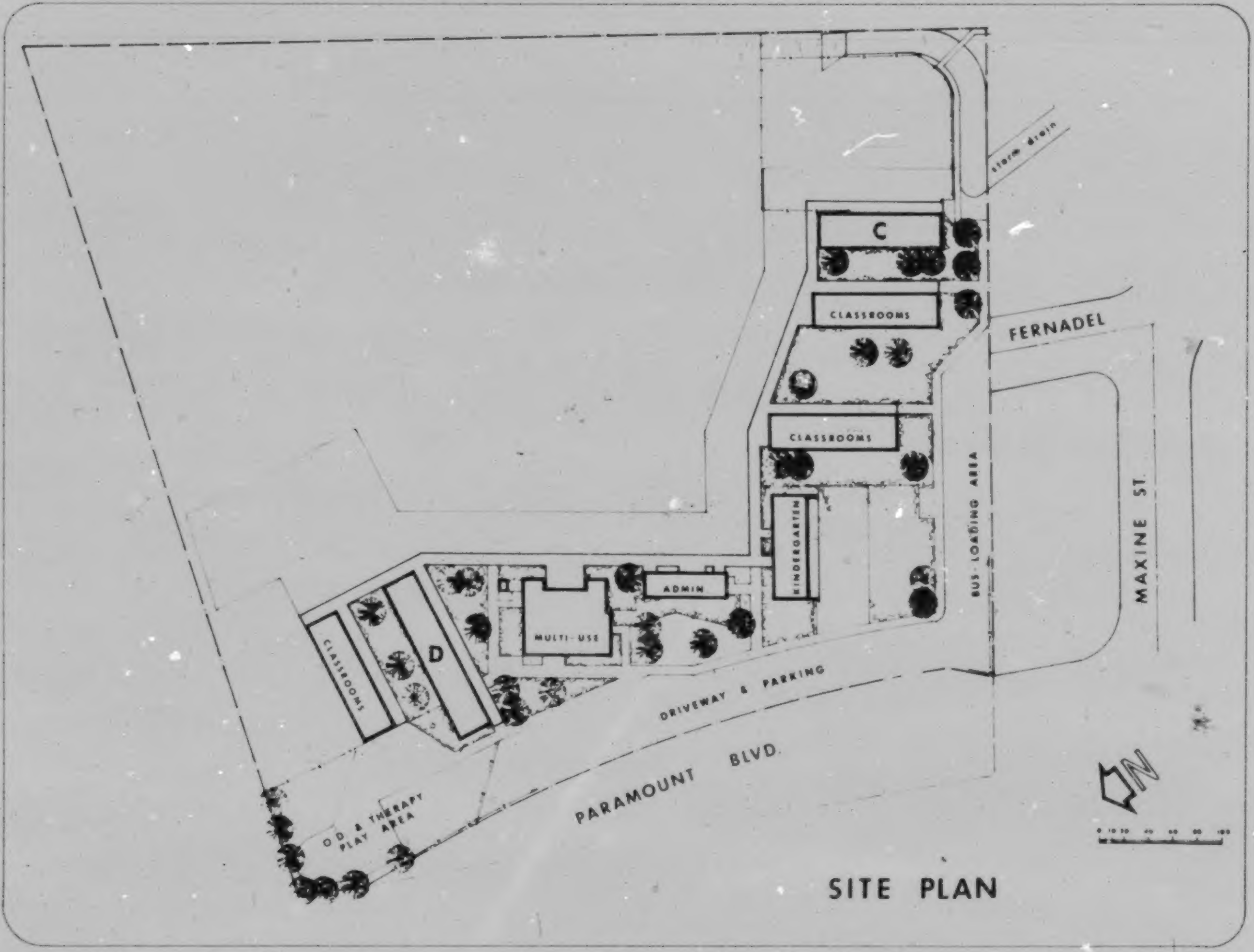
PLAN 'C'


COVERED CONCRETE WALK
curtain track
shower
GIRLS
cab
grab-bars
BOYS
CLASSROOM
work counter
easel
tackboard
chalkboard
t.b.
folding partit'n
OFFICE & RECEPTION
observation window
stor cab
work counter
CONFERENCE & FAC. WORK RM
stor cab
CORRIDOR
grab-bars
EXAM RM & EQUIPT ST.
COT RM
COT RM
CLASSROOM
GIRLS
BOYS
air-conditioning units
N

PLAN 'D'


MICROPHONE
ACOUSTIC CEILING
AIR-CONDITIONING REGISTER
INDIRECT LIGHT FIXTURES
SHADE LOUVERS
ACOUSTIC TILE
SPEAKER
4'-0
WOOD PANELING & EXPOSED BRICK WALL
12'-0
10'-0
7'-0
AIR-CONDITIONING UNITS
CONCRETE SLAB

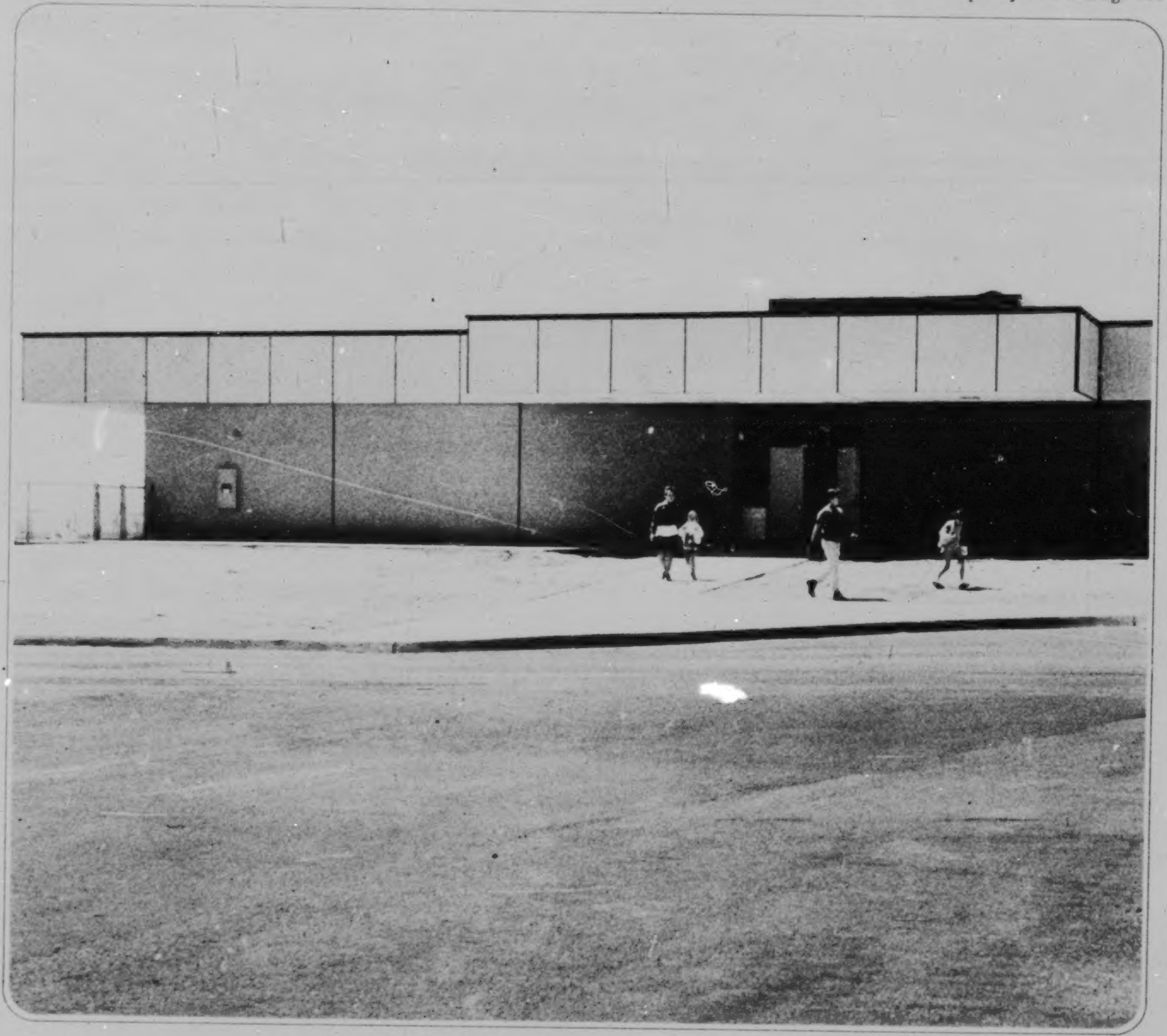
TYPICAL CLASSROOM SECTION

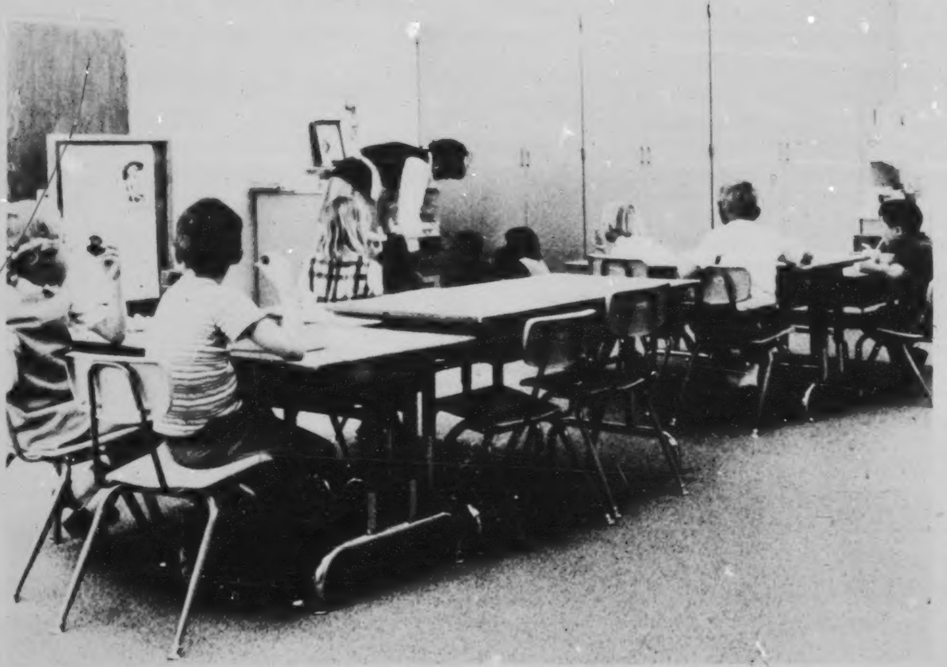

C
CLASSROOMS
CLASSROOMS
KINDERGARTEN
ADMIN
MULTI-USE
D
CLASSROOMS
storm drain
FERNADEL
MAXINE ST.
BUS-LOADING AREA
DRIVEWAY & PARKING
PARAMOUNT BLVD.
O.D. & THERAPY PLAY AREA
N
SITE PLAN

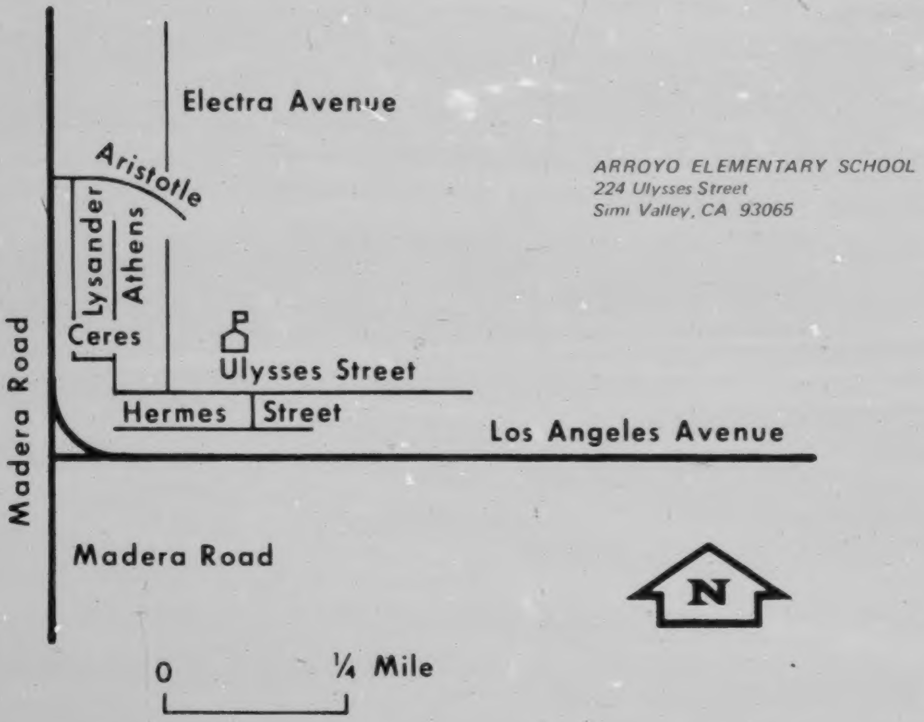
ARROYO ELEMENTARY SCHOOL

Simi Valley Unified School District
Walter J. Ziegler, Superintendent
William Myers, Principal

Architect: Daniel, Mann, Johnson & Mendenhall
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Three through twelve years
Maximum capacity of building: 409






Electra Avenue
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Lysander
Athens
Ceres
Ulysses Street
Hermes
Street
Los Angeles Avenue
Madera Road
Madera Road
N
0
¼ Mile

ARROYO ELEMENTARY SCHOOL
224 Ulysses Street
Simi Valley, CA 93065

Educational Program

The facility for the deaf and hard-of-hearing at Arroyo Elementary School is located near bus loading areas and administrative facilities and is adjacent to sheltered and protected play yards and restrooms. The facility houses approximately 350 hearing-impaired children. They are bussed to Arroyo Elementary from five nearby school districts and are greeted by teacher aides when they arrive. The children play on outdoor play equipment before school, at noon, and during recess periods.

The primary concept underlying the physical facility for teaching the deaf involves the elimination of all outside noise by means of a soundproof room. Various sounds are then introduced to the pupils to teach them to discriminate between meaningful and insignificant sounds.

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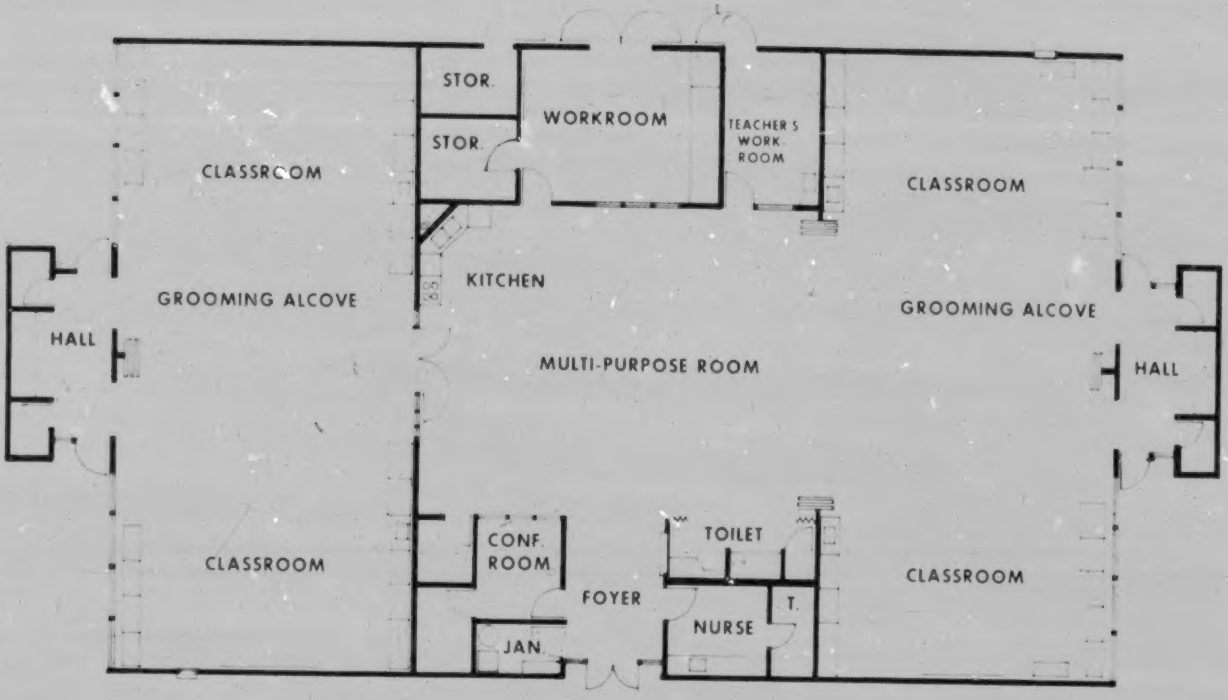
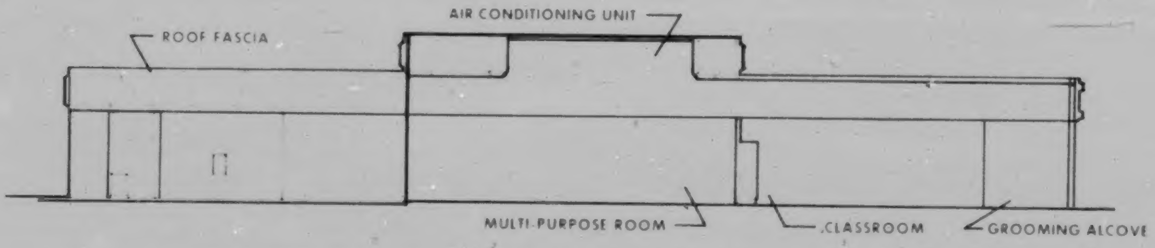

STOR.
STOR.
WORKROOM
TEACHER'S WORK ROOM
CLASSROOM
CLASSROOM
KITCHEN
GROOMING ALCOVE
GROOMING ALCOVE
HALL
HALL
MULTI-PURPOSE ROOM
CONF. ROOM
TOILET
CLASSROOM
CLASSROOM
FOYER
NURSE
T.
JAN.

Facility Design

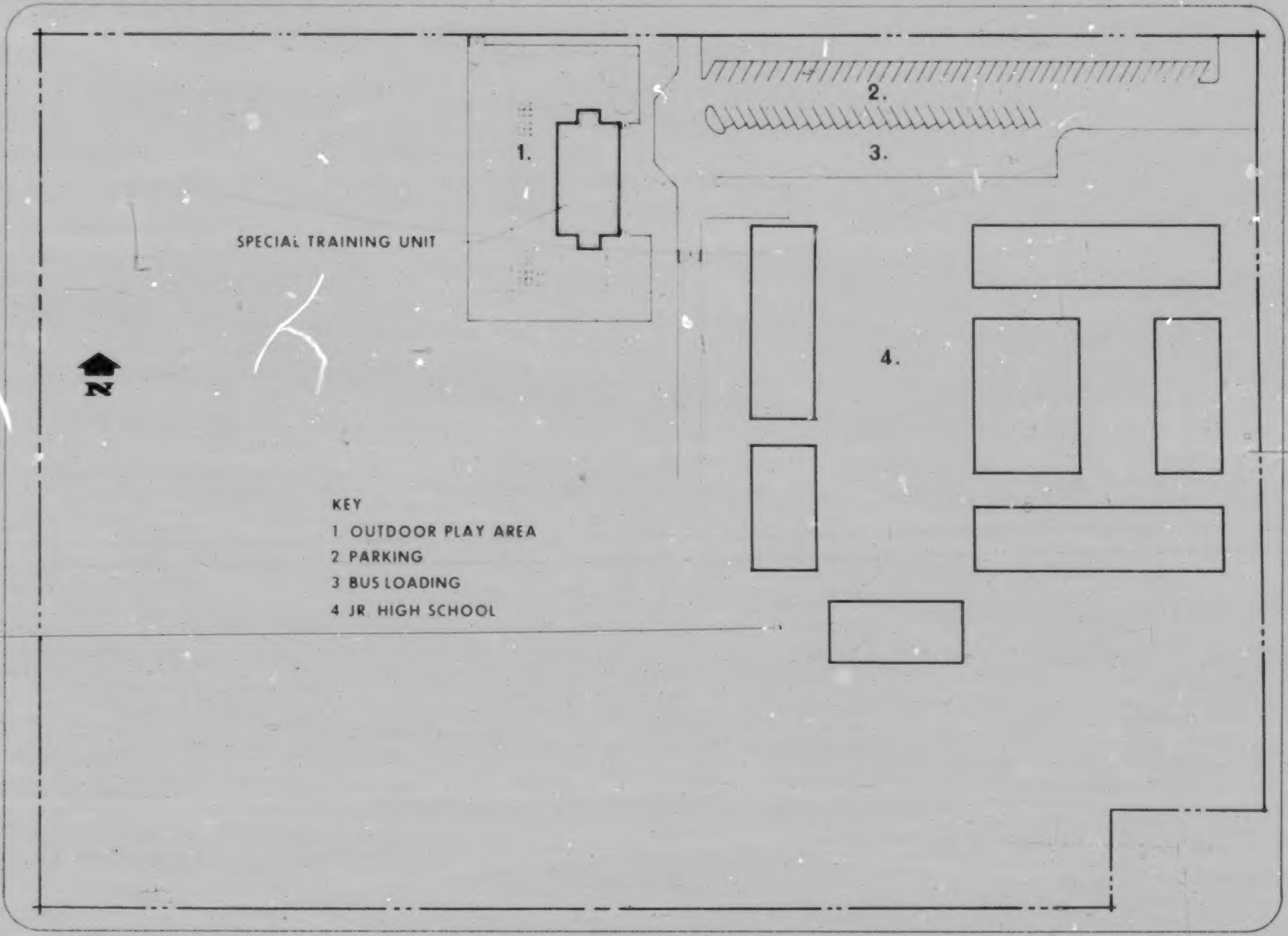
The facility for the deaf at Arroyo Elementary School contains four classrooms with six teaching stations – one for preschool children, one for kindergarten children, and four for children in grades one through six. The classrooms are designed for children who learn primarily through their visual sense. The rooms feature mirrored tutoring corners, interior lighting from flush mounted fluorescent fixtures, and a large chalkboard surrounded by tackboard walls extending from the floor to two feet from the ceiling.

A teachers' resource material center serves all teaching stations. A large white opaque acoustic glass window at each teaching station is used for back screen projection. Captioned films, in the form of 35mm transparencies and filmstrips, are used extensively. One-way mirror glass windows from the material center to each teaching station permit observation by parents, student teachers, and visitors.

Folding walls between some of the teaching stations can be opened easily, thus allowing flexibility in the use of "shared space."


ROOF FASCIA
AIR CONDITIONING UNIT
MULTI-PURPOSE ROOM
CLASSROOM
GROOMING ALCOVE

ARROYO ELEMENTARY SCHOOL *Deaf and Hard of Hearing*


1.
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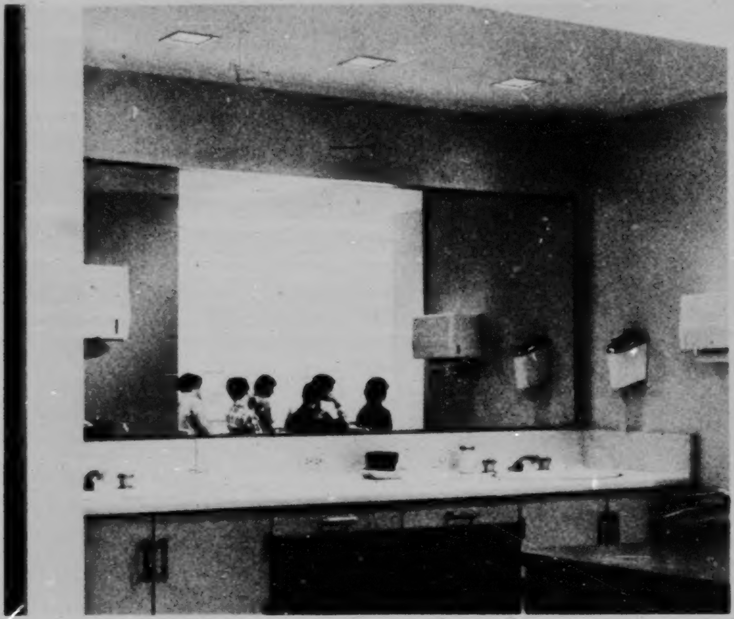
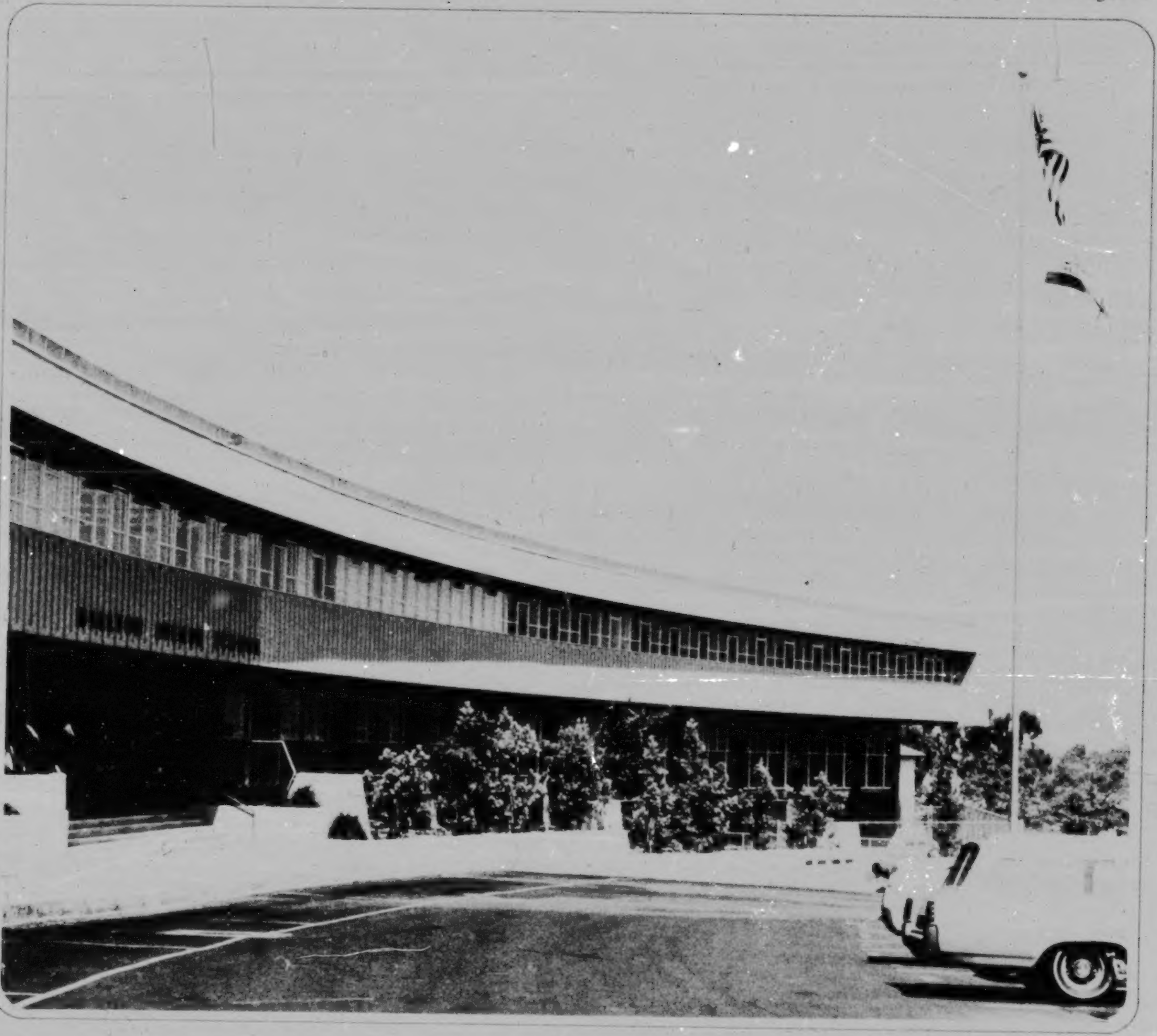
SPECIAL TRAINING UNIT
N
KEY
1 OUTDOOR PLAY AREA
2 PARKING
3 BUS LOADING
4 JR HIGH SCHOOL

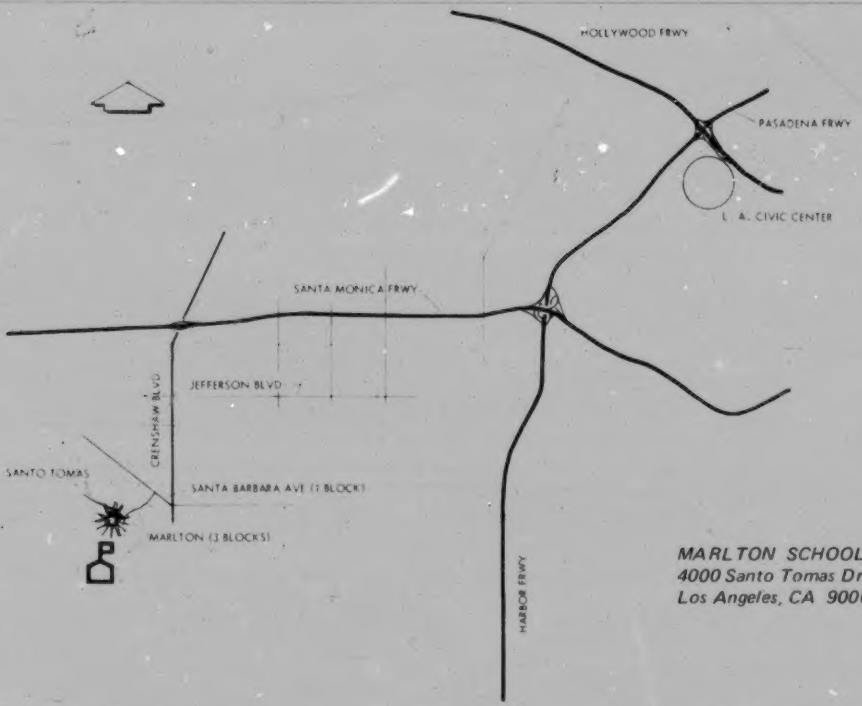


MARLTON SCHOOL

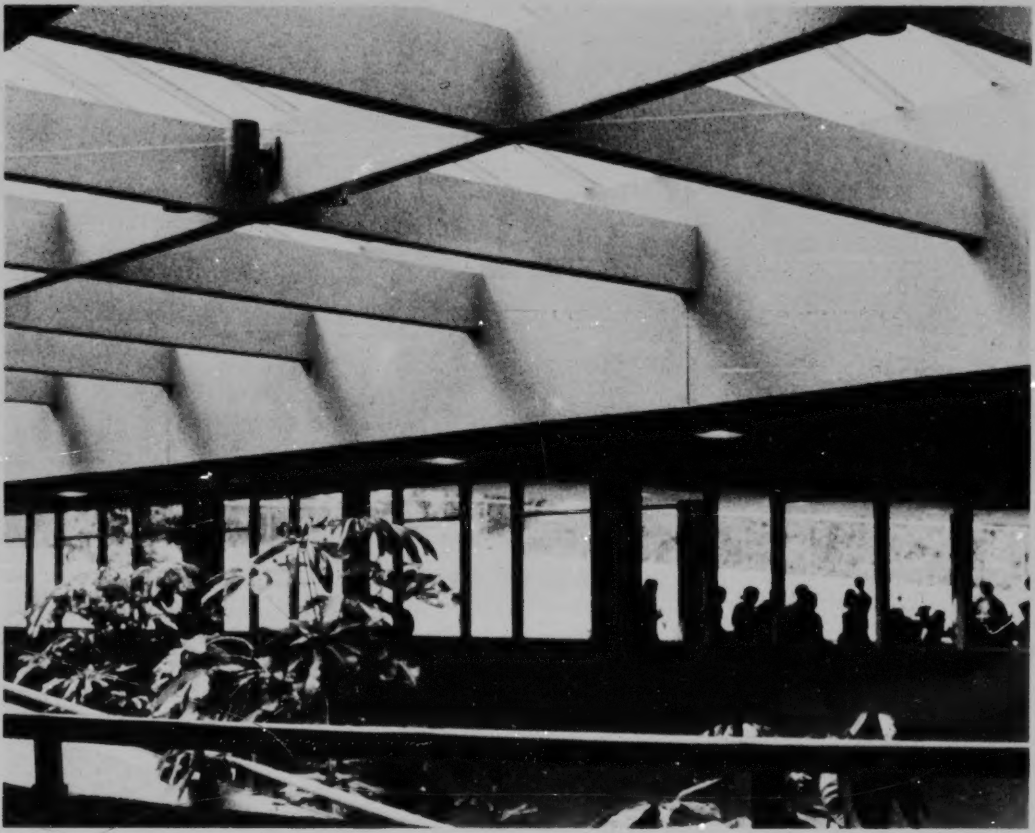
Los Angeles Unified School District
William J. Johnston, Superintendent
Mrs. Rhoda Freeman, Principal

Architect: Sidney Eisenshtat & Associates
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 355




HOLLYWOOD FRWY
PASADENA FRWY
L. A. CIVIC CENTER
SANTA MONICA FRWY
JEFFERSON BLVD
CRENSHAW BLVD
SANTO TOMAS
SANTA BARBARA AVE (1 BLOCK)
MARLTON (3 BLOCKS)
HARBOR FRWY

MARLTON SCHOOL
4000 Santo Tomas Drive
Los Angeles, CA 90008

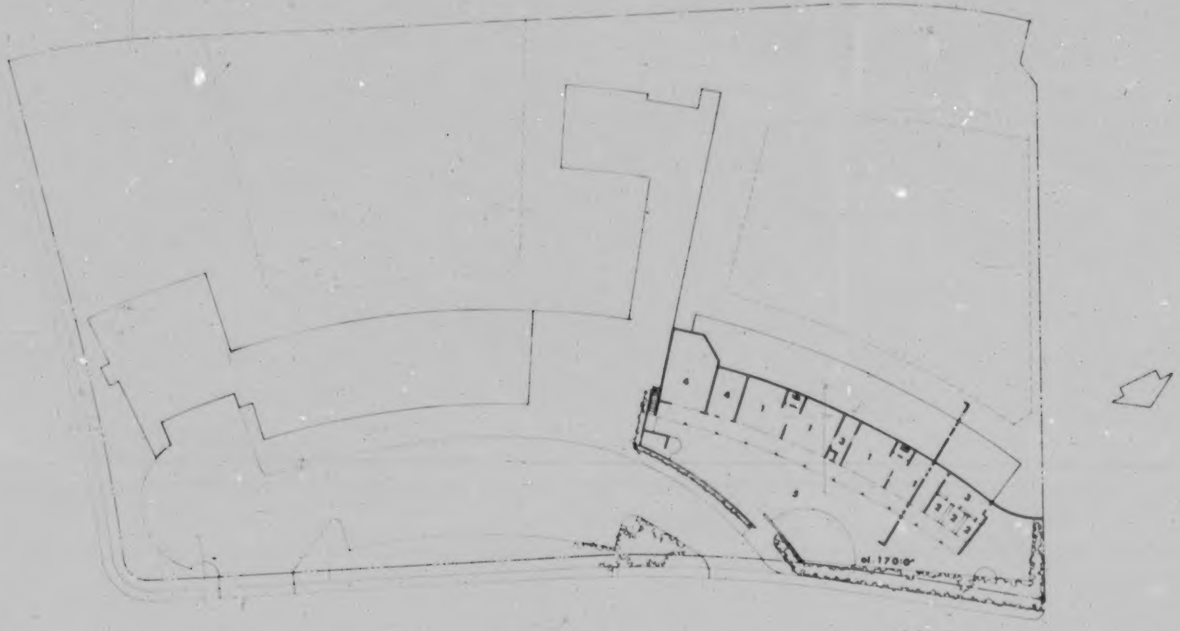


Educational Program

There are three major goals for pupils in the facility for deaf and hard-of-hearing children located on the site of Marlton Elementary School and Marlton Junior High School: (1) to provide an optimum educational environment in which these pupils can develop their individual abilities, talents, and interests; (2) to equip them to take their places in society as literate adults with mature personalities; and (3) to help them gain the ability to express themselves through some media of communication.

A critical component of the educational program is that of communication. It is essential that deaf and hard-of-hearing pupils be provided opportunities to communicate through as many channels as possible. A combination of fingerspelling and signs with speech and speech reading is taught to pupils in grades three through nine who have failed to make measurable progress in purely oral communication.

MARLTON SCHOOL *Deaf and Hard of Hearing*



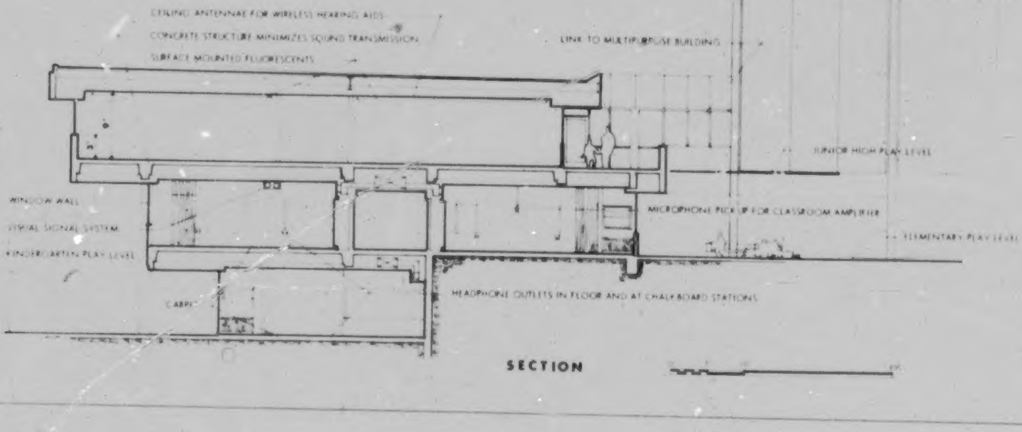
GROUND FLOOR

Facility Design

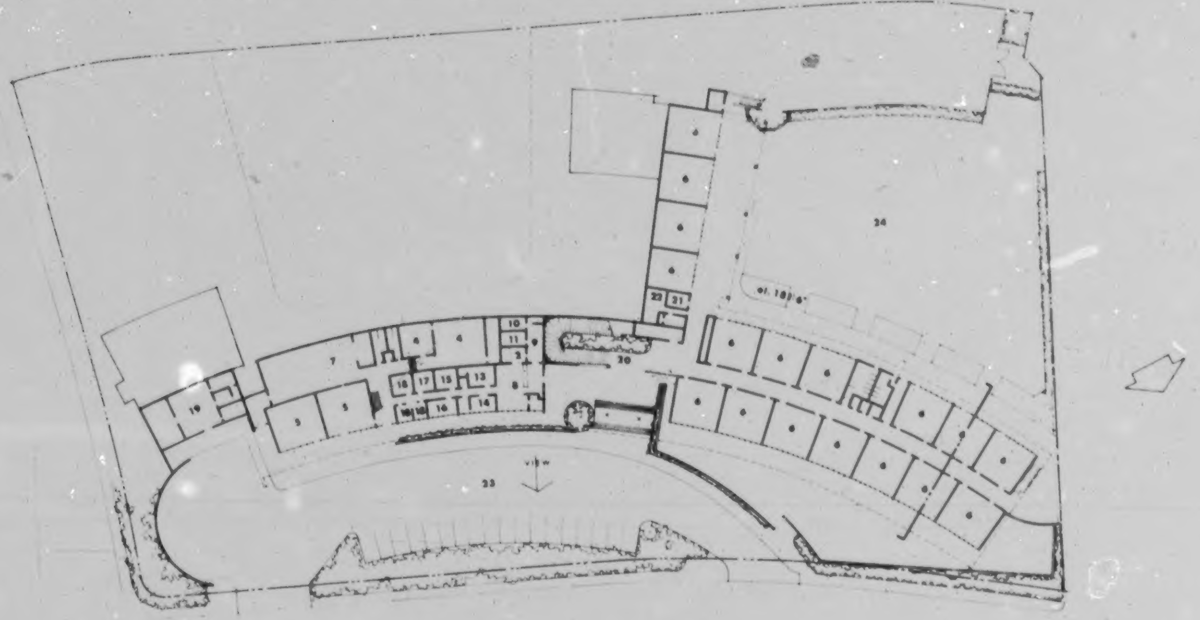
The plant is designed to create a friendly rather than an institutional atmosphere. It provides for a maximum of 400 pupils from preschool through junior high school age who are deaf and severely hard-of-hearing, deaf with multiple physical handicaps, or deaf with learning and emotional problems.

The kindergarten, elementary, and junior high areas of each facility should have separate outdoor facilities, and the junior high school students have an enclosed physical education facility. Side doors and ramps provide easy access for pupils in wheelchairs.

Special visual systems are employed in lieu of normal bells and alarms, and accommodation for plugging in binaural group sound equipment in floors and walls is provided throughout the facility. Shielding to prevent electronic interference between classrooms is incorporated in the structure.


CEILING ANTENNAE FOR WIRELESS HEARING AIDS
CONCRETE STRUCTURE MINIMIZES SOUND TRANSMISSION
SURFACE MOUNTED FLUORESCENTS
LINK TO MULTIPURPOSE BUILDING
JUNIOR HIGH PLAY LEVEL
WINDOW WALL
VISUAL SIGNAL SYSTEM
KINDERGARTEN PLAY LEVEL
MICROPHONE PICK UP FOR CLASSROOM AMPLIFIER
ELEMENTARY PLAY LEVEL
CARPET
HEADPHONE OUTLETS IN FLOOR AND AT CHALKBOARD STATIONS

SECTION


VIEW
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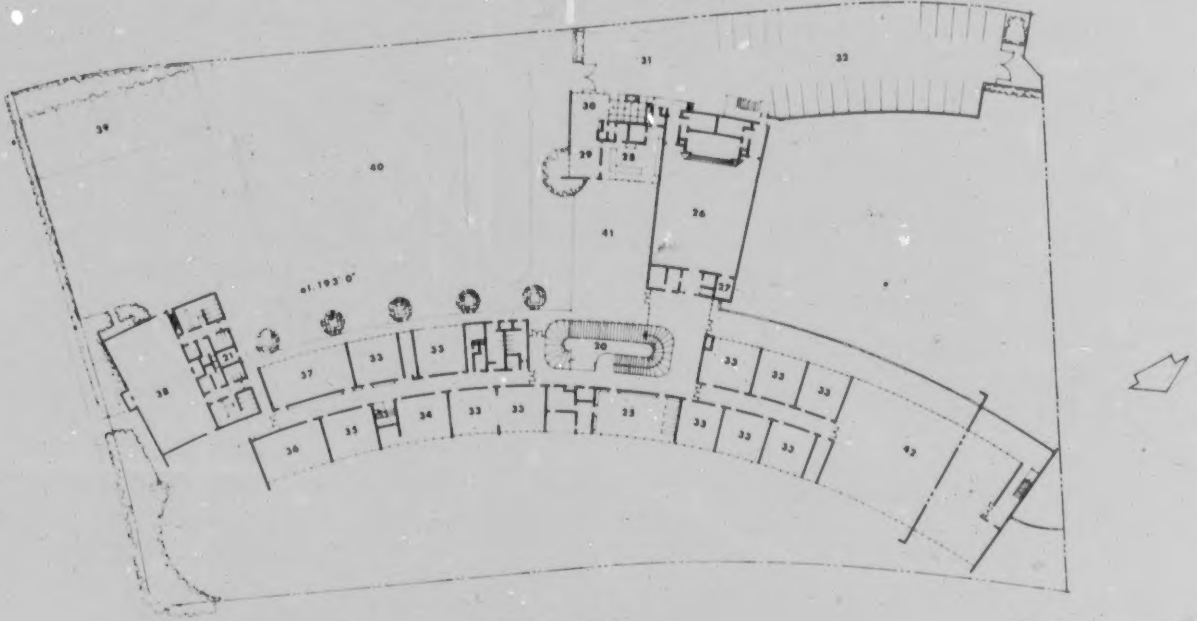
FIRST FLOOR

1 KINDERGARTEN CLASSROOM
2 TUTORING ROOM
3 OBSERVATION AND STORAGE
4 MECHANICAL
5 KINDERGARTEN PLAY AREA
6 ELEMENTARY CLASS ROOM
7 SHOP
8 OFFICE AND PUBLIC SPACE
9 NURSE
10 AUDIOMETRY
11 DOCTOR
12 COT ROOM
13 ELEMENTARY SCHOOL PRINCIPAL
14 JUNIOR HIGH PRINCIPAL
15 SUPPLY
16 GROUP CONFERENCE
17 TESTING
18 CONFERENCE
19 CUSTODIAN
20 RAMP FOR HANDICAPPED
21 PLAYGROUND EQUIPMENT
22 WORK ROOM
23 BUS LOADING, VISITOR PARKING
24 ELEMENTARY PLAYGROUND AREA
25 LIBRARY
26 MULTIPURPOSE
27 PTA KITCHENETTE AND STORAGE
28 KITCHEN
29 FACULTY DINING
30 FACULTY LOUNGE
31 SERVICE AREA
32 STAFF PARKING
33 JUNIOR HIGH CLASSROOM
34 SCIENCE
35 TYPING
36 ART
37 HOMEMAKING
38 PHYSICAL EDUCATION
39 HANDBALL COURTS
40 JUNIOR HIGH PLAYGROUND AREA
41 COVERED OUTDOOR EATING AREA
42 MULTIPURPOSE, FUTURE CLASSROOM EXPANSION

0 25 50 100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el. 193' 0"
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42

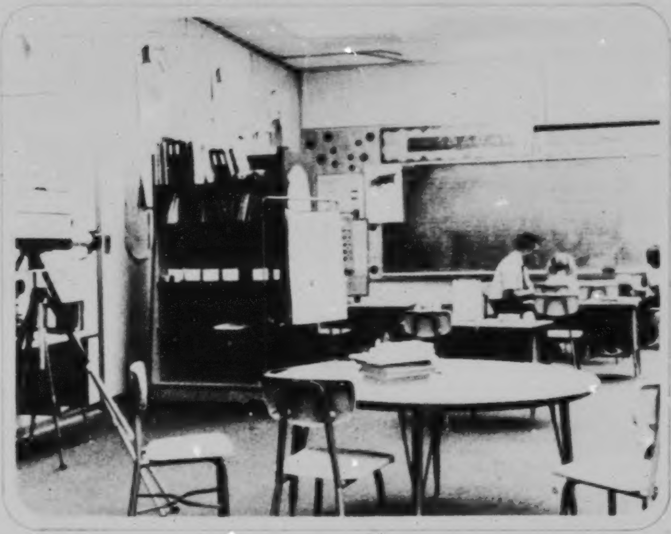
SECOND FLOOR

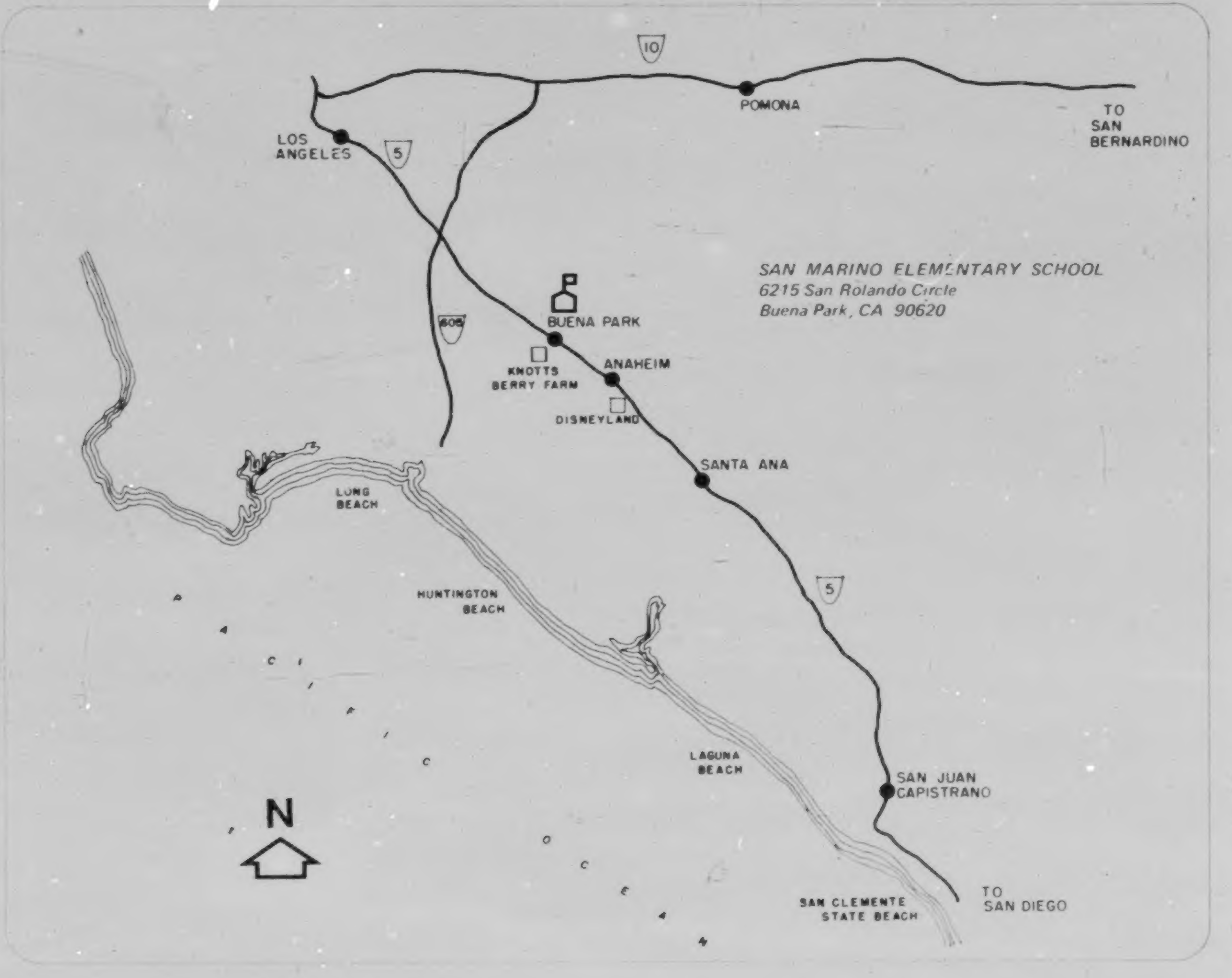
0 25 50 100

SAN MARINO ELEMENTARY SCHOOL

Centralia Elementary School District
Paul Doss, Superintendent
William H. Potter, Principal

Architect: Frick, Frick and Jette
Field Representative: Harry C. Schwilke
Source of funding: State School Building Aid
Date building first occupied: 1969
Age range of pupils: Eighteen months through thirteen years
Maximum capacity of building: 48



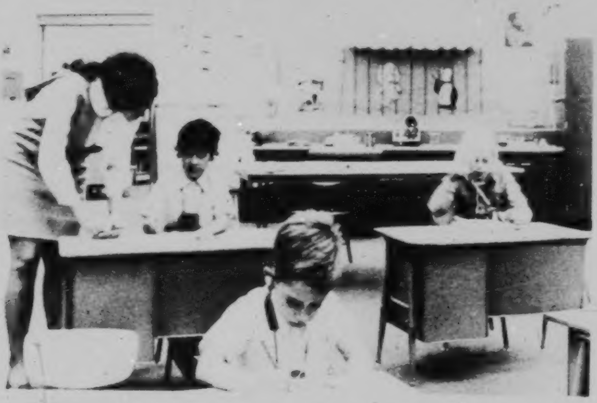


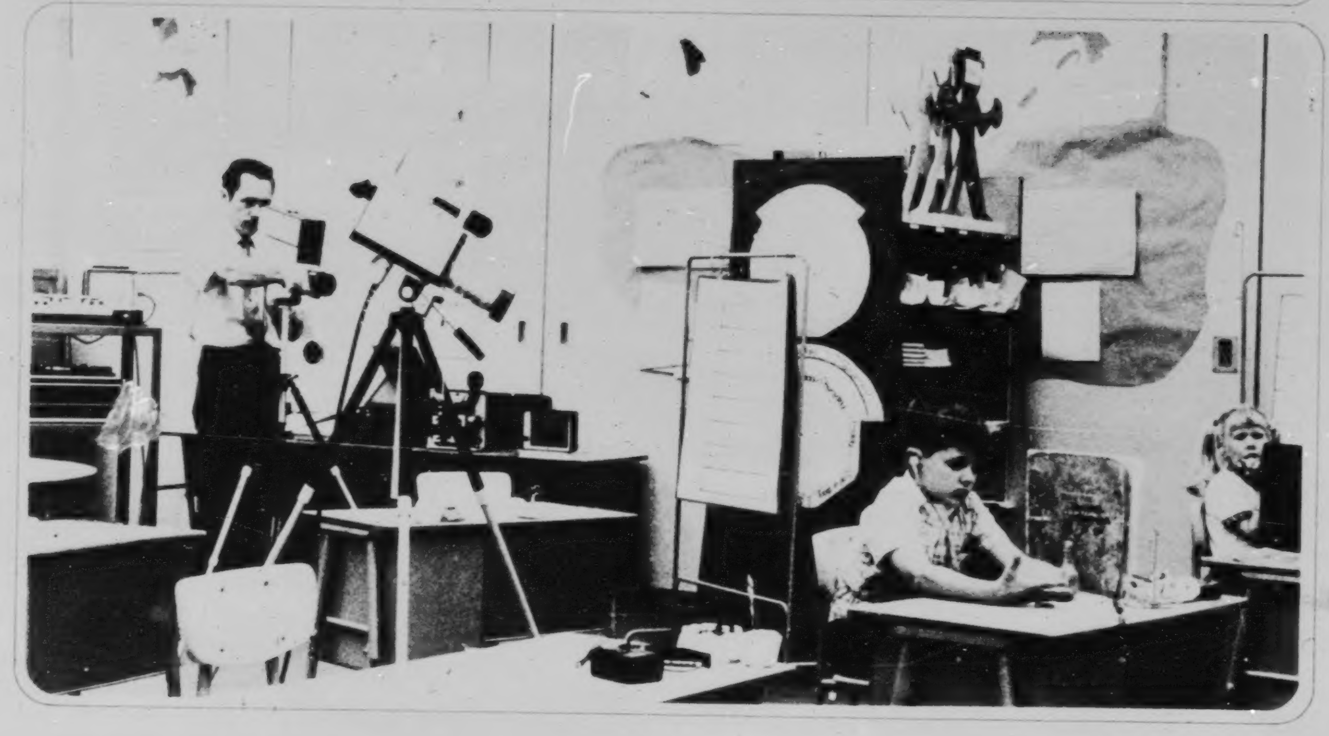
10
POMONA
TO SAN BERNARDINO
LOS ANGELES
5
605
BUENA PARK
KNOTTS BERRY FARM
ANAHEIM
DISNEYLAND
SANTA ANA
LONG BEACH
HUNTINGTON BEACH
PACIFIC OCEAN
LAGUNA BEACH
SAN JUAN CAPISTRANO
SAN CLEMENTE STATE BEACH
TO SAN DIEGO
N

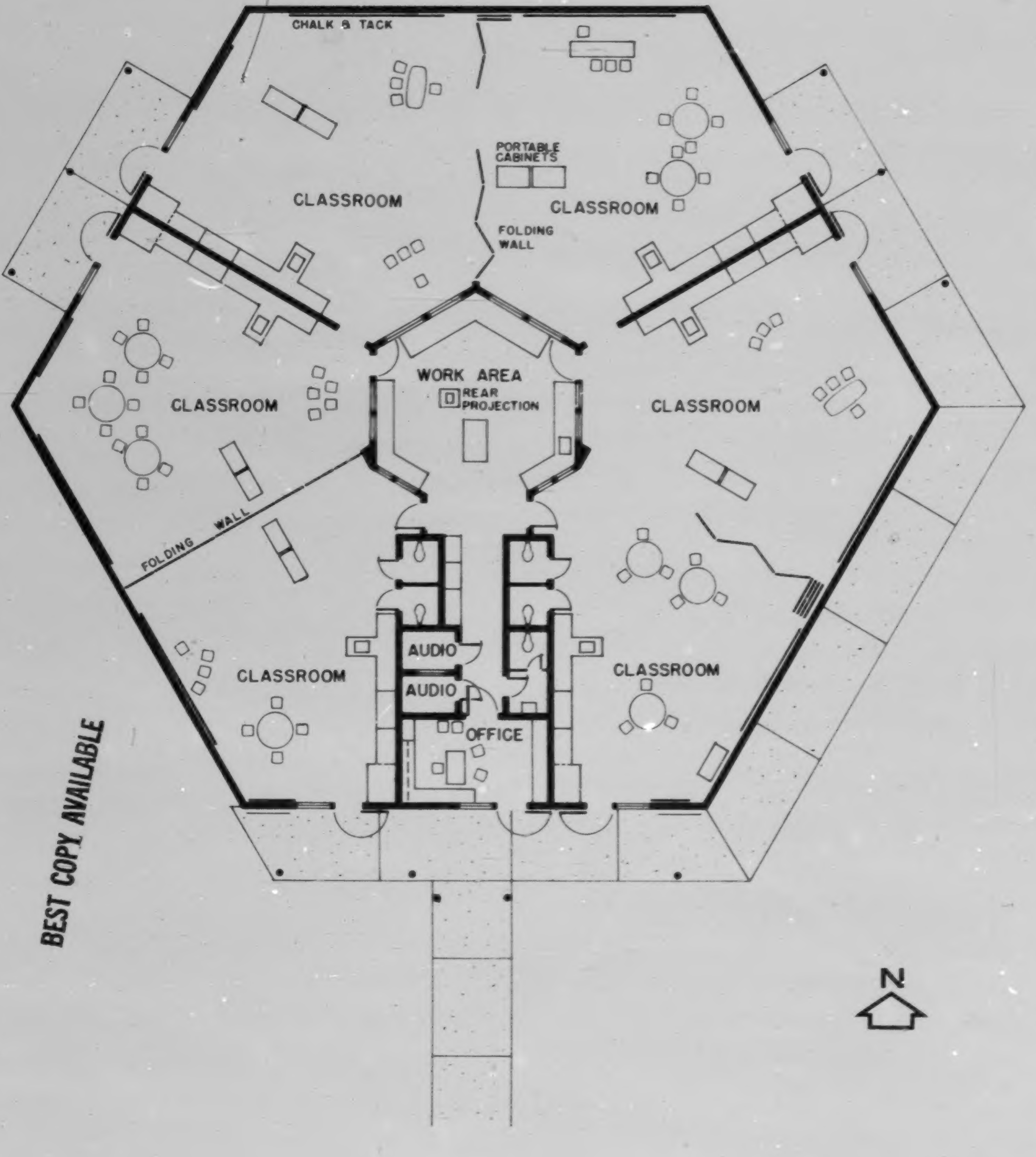
SAN MARINO ELEMENTARY SCHOOL
6215 San Rolando Circle
Buena Park, CA 90620

Educational Program

The educational goal for deaf children in the aural education program at San Marino Elementary School is essentially the same as that for pupils in the regular program: to develop a competent individual who will maintain and improve society according to his ability and capacity. Achievement of this goal is sought through provision of an instructional program that will help the child develop certain skills, knowledge, and attributes that will enable him to function as a contributing citizen in our society.



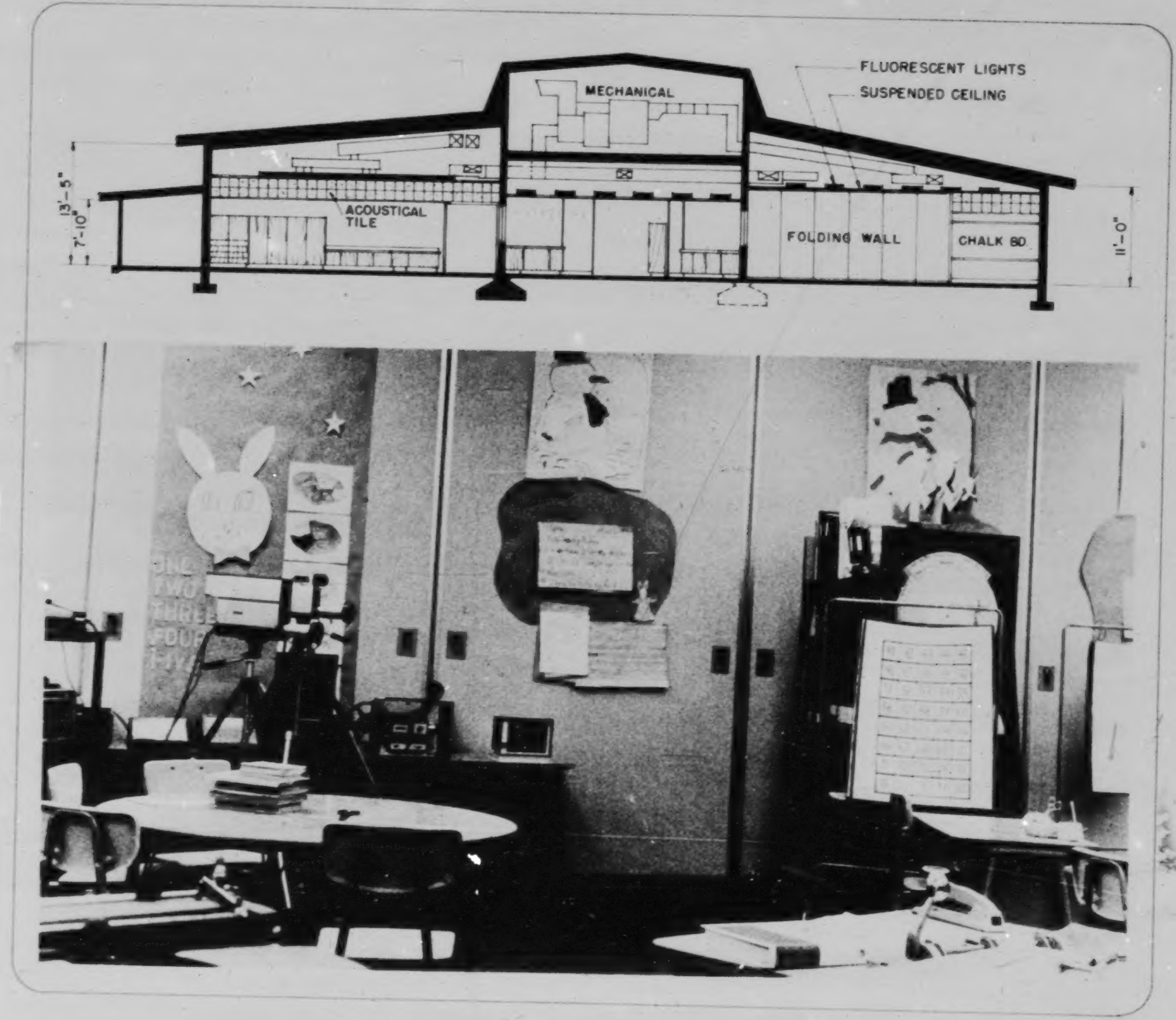


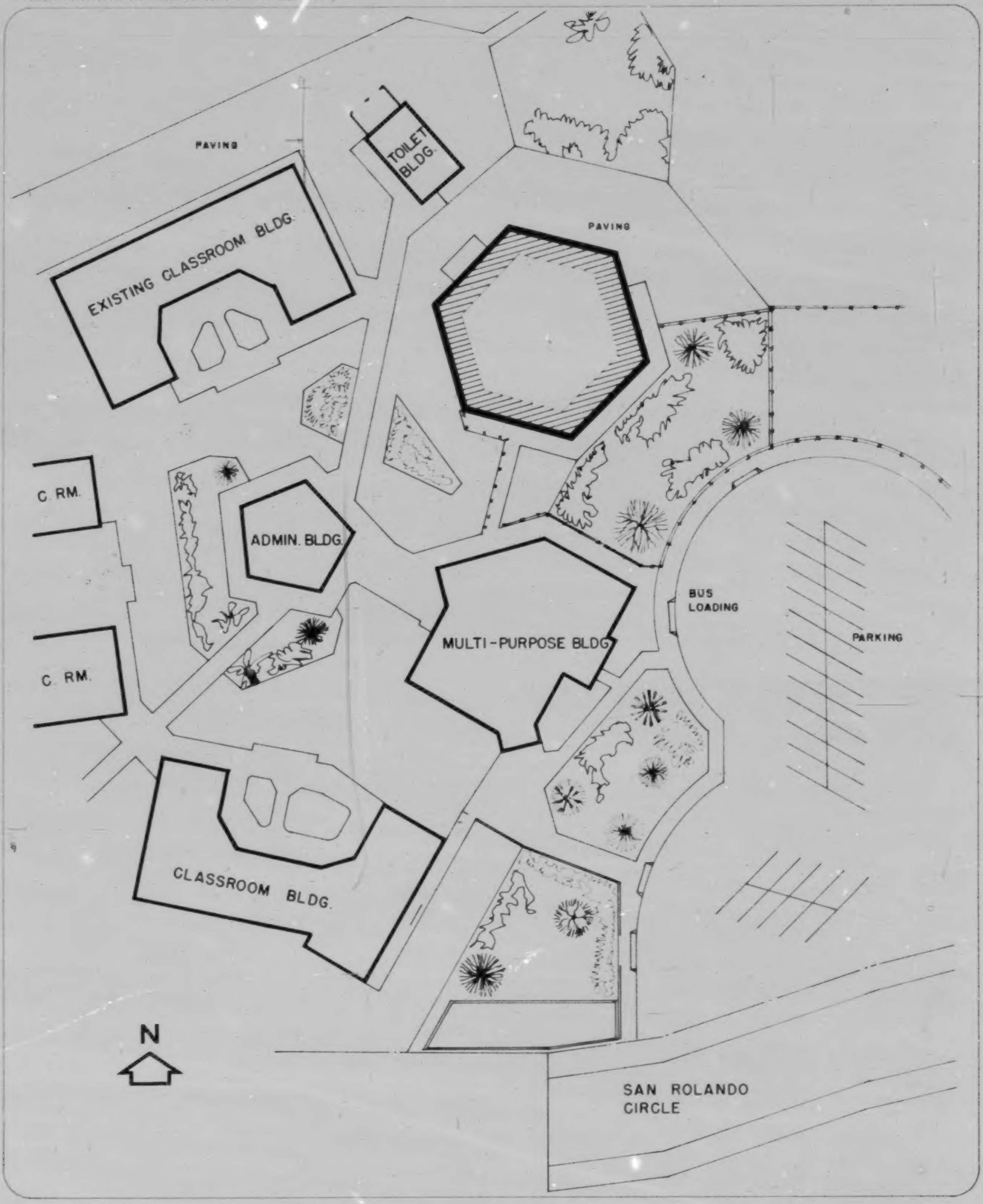

CHALK & TACK
PORTABLE CABINETS
CLASSROOM
CLASSROOM
FOLDING WALL
CLASSROOM
WORK AREA
REAR PROJECTION
CLASSROOM
FOLDING WALL
CLASSROOM
AUDIO
AUDIO
OFFICE
CLASSROOM
N

Facility Design

The main components of the facility for deaf children at San Marino Elementary School are (1) office space for the program supervisor; (2) a well-equipped testing suite for auditory assessment and hearing aid evaluations; and (3) a media center for the development and storage of educational materials.

The media center, located in the heart of the facility, provides an area in which services to deaf children may be developed and coordinated. Because it is equipped with one-way mirror glass, the center is also suitable for use as an observation room by student teachers, education specialists, visitors, and parents.

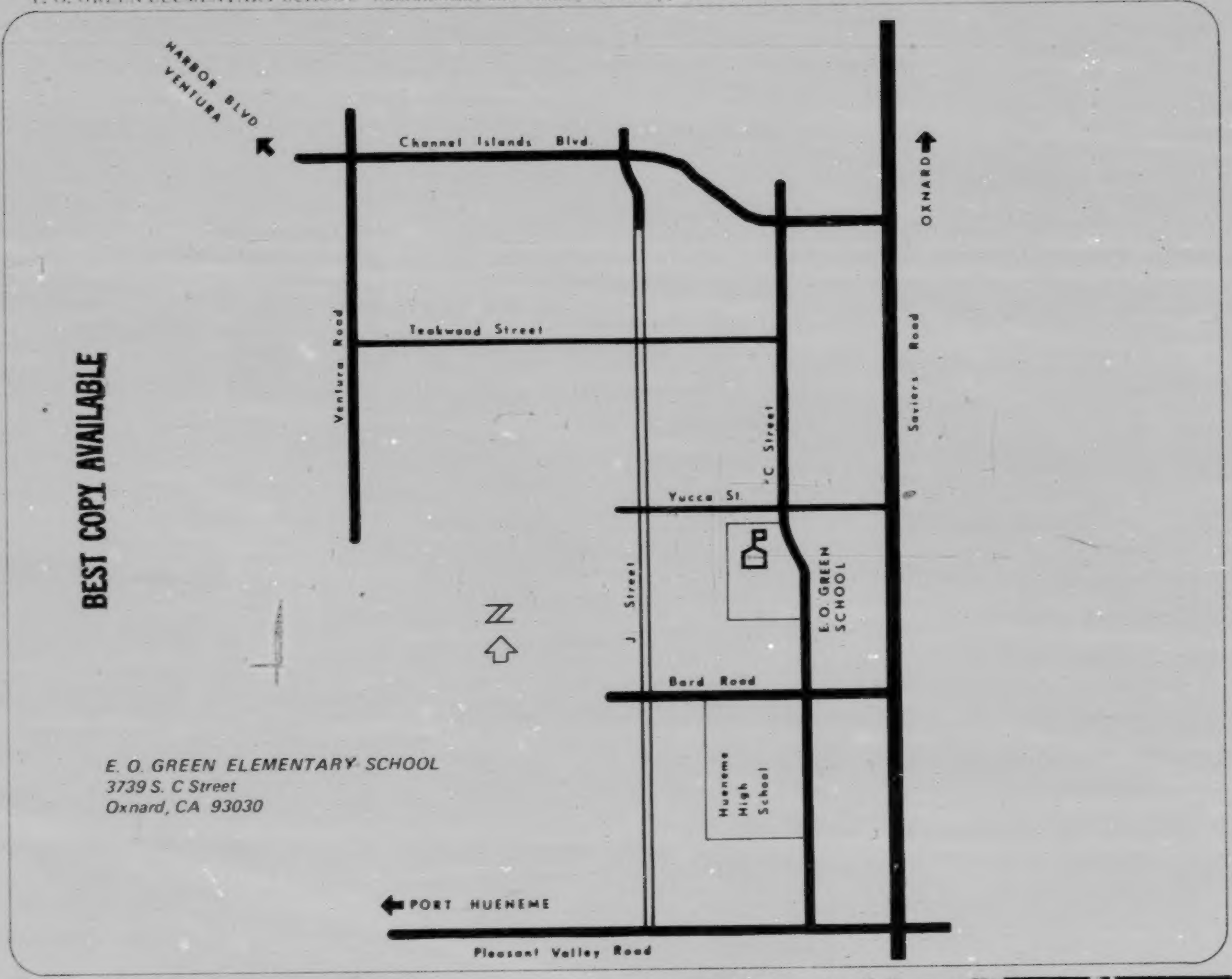

FLUORESCENT LIGHTS
SUSPENDED CEILING
MECHANICAL
13'-5"
7'-10"
ACOUSTICAL TILE
FOLDING WALL
CHALK BD.
11'-0"


PAVING
TOILET BLDG.
PAVING
EXISTING CLASSROOM BLDG.
C. RM.
ADMIN. BLDG.
C. RM.
MULTI-PURPOSE BLDG.
BUS LOADING
PARKING
CLASSROOM BLDG.
N
SAN ROLANDO CIRCLE

E. O. GREEN ELEMENTARY SCHOOL

Hueneme Elementary School District
O. Dean Green, Superintendent
Allan E. Berg, Principal

Architect: Wilson, Stroh, and Wilson
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Eleven through fourteen years
Maximum capacity of building: 22


HARBOR BLVD
VENTURA
Channel Islands Blvd.
OXNARD
Teakwood Street
Ventura Road
Saviers Road
C Street
Yucca St.
E. O. GREEN SCHOOL
J Street
N
Bard Road
Hueneme High School
PORT HUENEME
Pleasant Valley Road

E. O. GREEN ELEMENTARY SCHOOL
3739 S. C Street
Oxnard, CA 93030

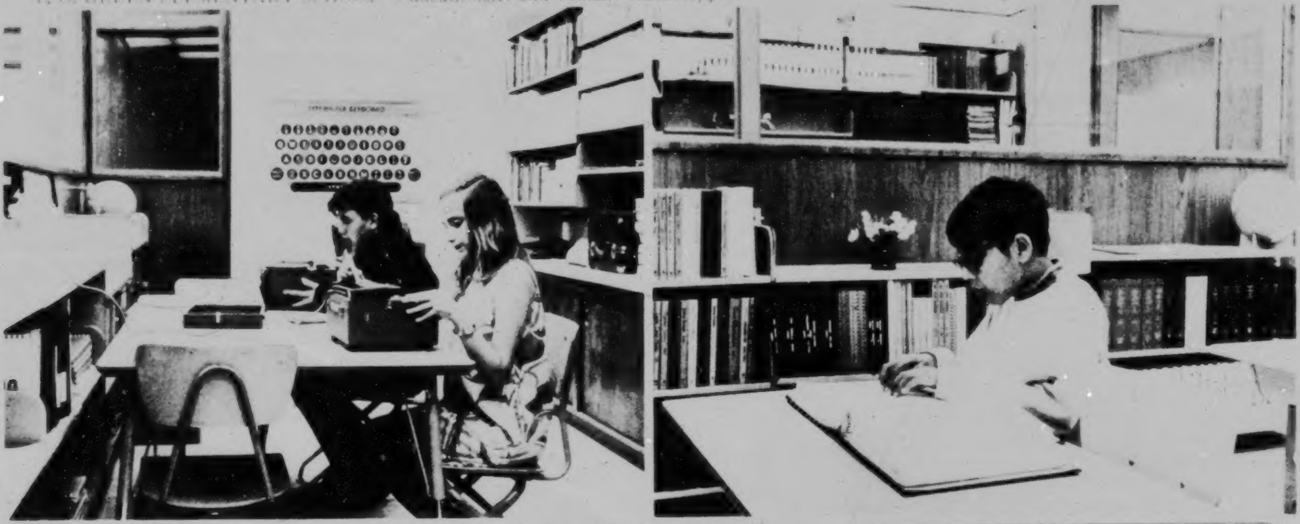
Educational Program

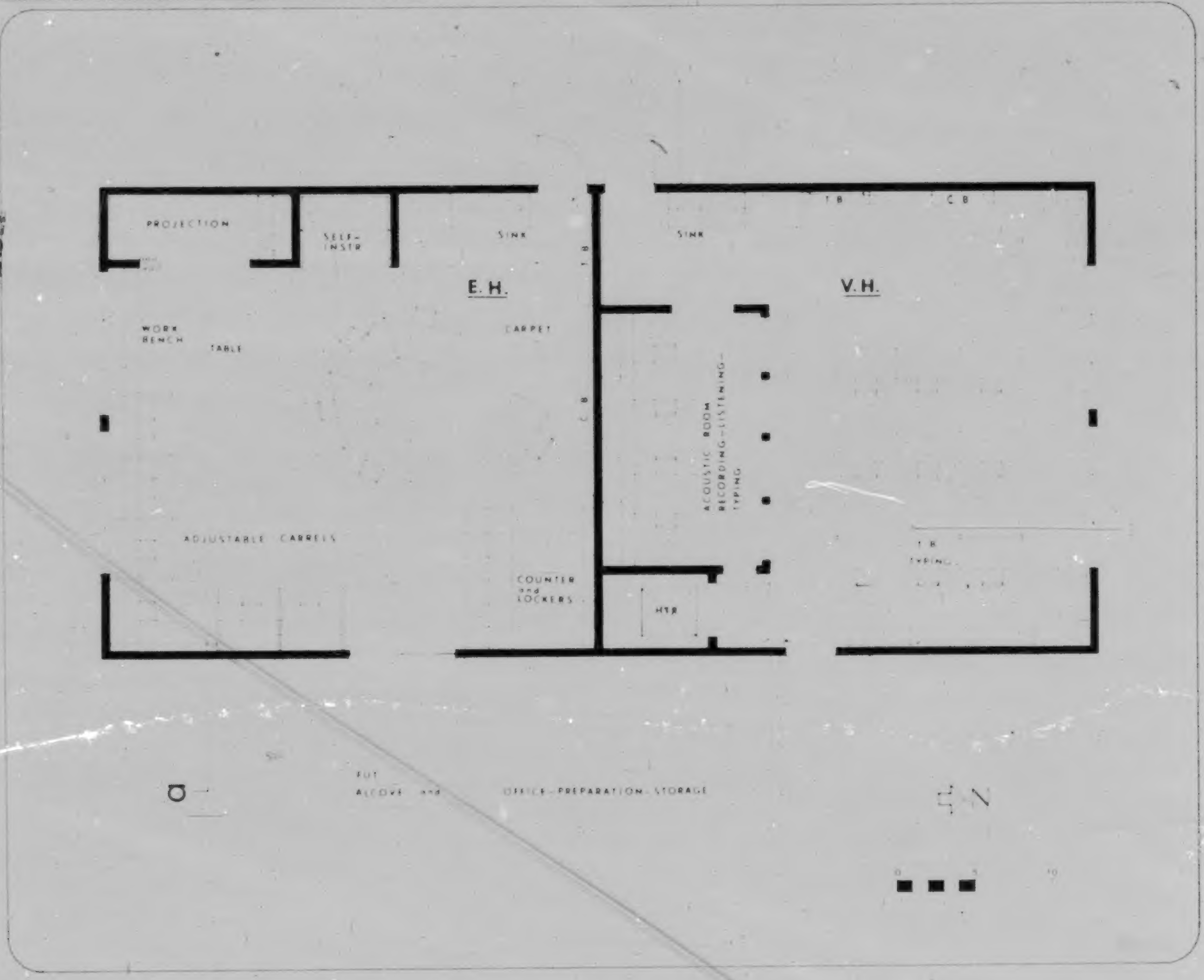
The program for visually handicapped children at E. O. Green Elementary School serves pupils in kindergarten through grade eight. Sixth, seventh, and eighth grade pupils are integrated into regular classes with normal schedules as much as possible. As much as their visual impairment will permit, the children in kindergarten and grades one through five are integrated into one of the elementary schools in the district and transported to E. O. Green Elementary for special help.

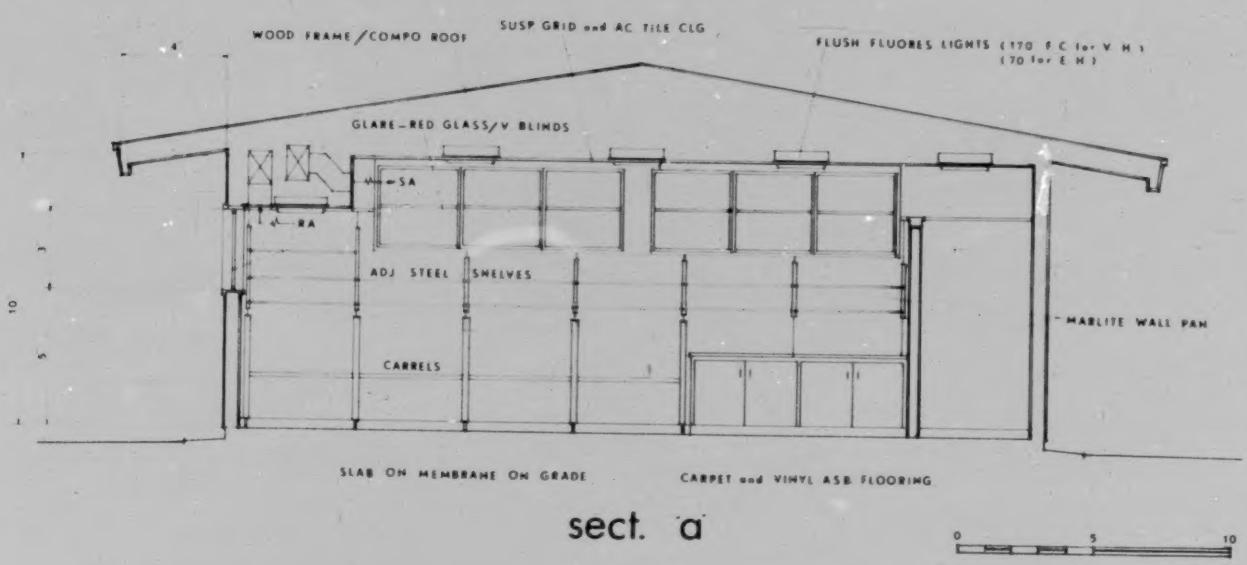
Emphasis in the program for the visually handicapped is on development of skill in the use of braille; typewriters; tapes, records, and recording equipment; special pencils and papers; and large-print books. The facility also offers pupils supplemental help with work from their regular classes.

The program for the educationally handicapped at E. O. Green Elementary School offers special instruction to pupils with learning disabilities during one or two periods a day or when they require specific educational attention. The balance of the educational program for these pupils is provided through the regular elementary school facilities. The goal of the program is to increase the productivity of the pupils enrolled to the limits of their learning abilities and functioning levels. They receive assistance individually or in small groups in the subject areas in which they experience the most difficulty.

E. O. GREEN ELEMENTARY SCHOOL *Educationally and Visually Handicapped*




PROJECTION
SELF-INSTR
SINK
T B
E. H.
WORK BENCH
TABLE
CARPET
C B
ADJUSTABLE CARRELS
COUNTER and LOCKERS
HTR
SINK
T B
C B
V. H.
ACOUSTIC ROOM RECORDING–LISTENING–TYPING
T B
TYPING
FUT
ALCOVE and
OFFICE–PREPARATION–STORAGE
N
0
5
10


WOOD FRAME/COMPO ROOF
SUSP GRID and AC TILE CLG
FLUSH FLUORES LIGHTS (170 F C for V H)
(70 for E H)
GLARE–RED GLASS/V BLINDS
SA
RA
ADJ STEEL SHELVES
CARRELS
MARLITE WALL PAN
SLAB ON MEMBRANE ON GRADE
CARPET and VINYL ASB FLOORING
4
10
5
0
5
10

sect. 'a'

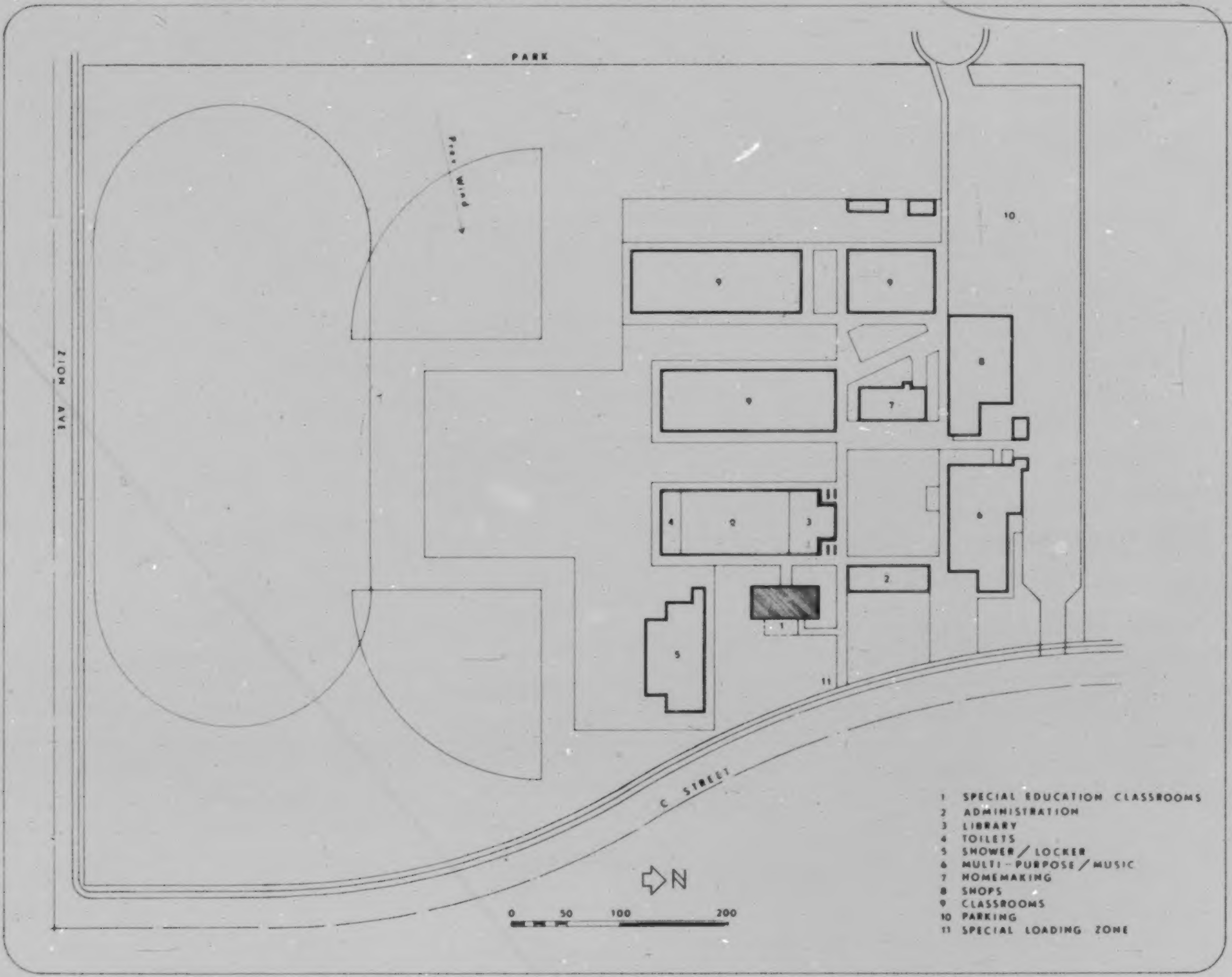
Facility Design

The addition to E. O. Green Elementary School, which is shared by educationally and visually handicapped children, is located at the front of the school site adjacent to the administration office, the library, and restrooms. Its convenience to the street facilitates student pick-up and delivery, and its distance from the playground minimizes distracting noises.

The needs of the visually handicapped pupils dictated special attention to acoustical, lighting, and solar problems; accessibility and storage of teaching aids, material, and equipment; accessibility and storage of bulky braille and other books; and soft colors and textures of room surfaces.

The interior of the facility features desks, tables, and adjustable wall-mounted study carrels which together allow flexibility of instruction by the teacher and in the use of electronic aids. A small room with a folding door may be used by one or two students at a time for concentrated visual learning.

E. O. GREEN ELEMENTARY SCHOOL *Educationally and Visually Handicapped*


PARK
ZION AVE
Prev Wind
C STREET
N
0 50 100 200
1 SPECIAL EDUCATION CLASSROOMS
2 ADMINISTRATION
3 LIBRARY
4 TOILETS
5 SHOWER / LOCKER
6 MULTI-PURPOSE / MUSIC
7 HOMEMAKING
8 SHOPS
9 CLASSROOMS
10 PARKING
11 SPECIAL LOADING ZONE

ROGER WALTON DEVELOPMENT CENTER

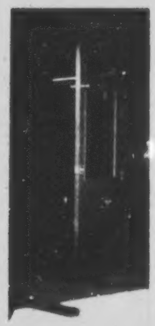
Stockton City Unified School District
J. Roland Ingraham Jr., Superintendent
Mrs. Ann Trujillo, Director

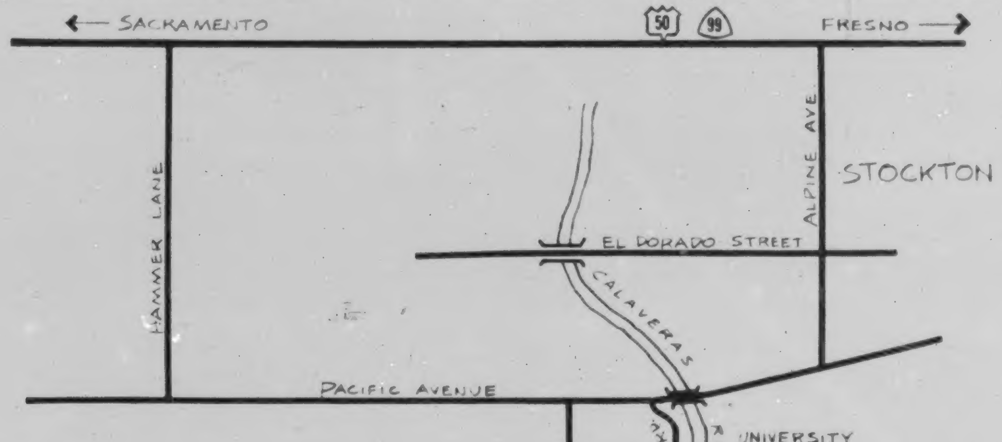
Architect: Stafford, King & Associates
Field representative: William G. Knife
Source of funding: State School Building Aid
Date building first occupied: 1971
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 100

Educational Program

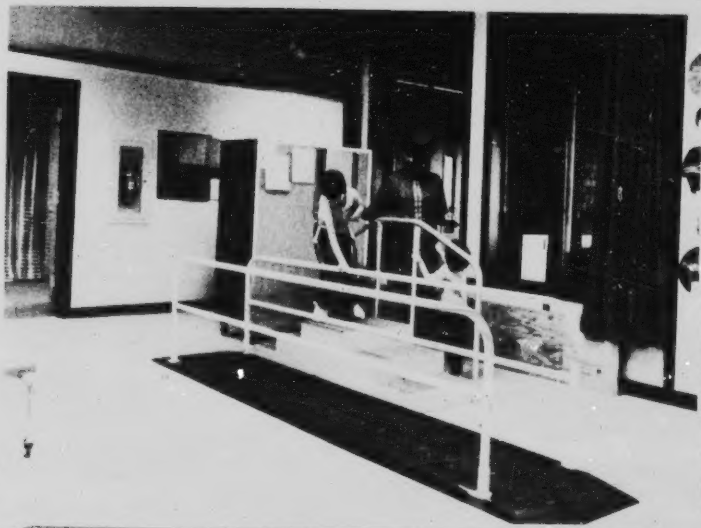
The Roger Walton Development Center offers instruction and training for multihandicapped minors and their parents in a community setting. One objective of the program is to provide both structured and unstructured experiences in a flexible setting through the efforts of teams composed of teachers, psychologists, therapists, and aides. Pupils are taught individually or grouped and regrouped as necessary.

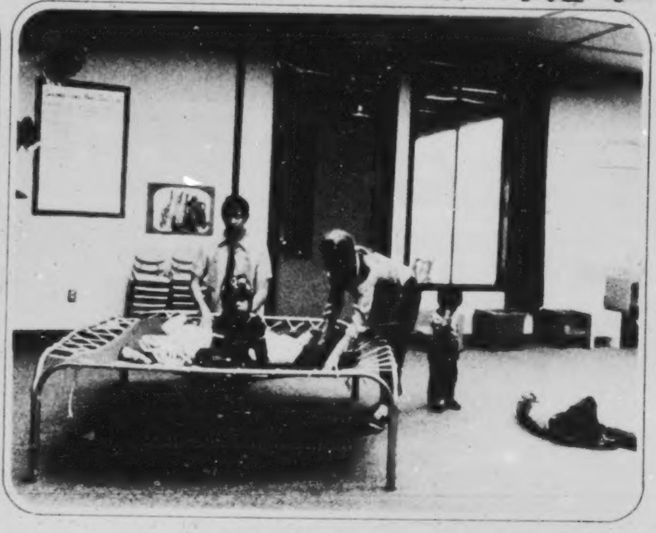
The program calls for a number of indoor and outdoor interest centers so that maximum educational use may be made of sensory experiences. In addition, each learning group is provided quiet and activity areas served by offices, team workrooms, observation areas, toilets, and storage facilities. A common administrative, counseling, and guidance center serves the public, the pupils, and the staff.




SACRAMENTO
50
99
FRESNO
ALPINE AVE
STOCKTON
HAMMER LANE
EL DORADO STREET
CALAVERAS
PACIFIC AVENUE
UNIVERSITY OF PACIFIC
RIVER
BROOKSIDE RD
LANE
PERSHING AVENUE
CROWN ST
ROSEMARIE
BROOKSIDE RD

ROGER WALTON DEVELOPMENT CENTER
4131 N. Crown Street
Stockton, CA 95207





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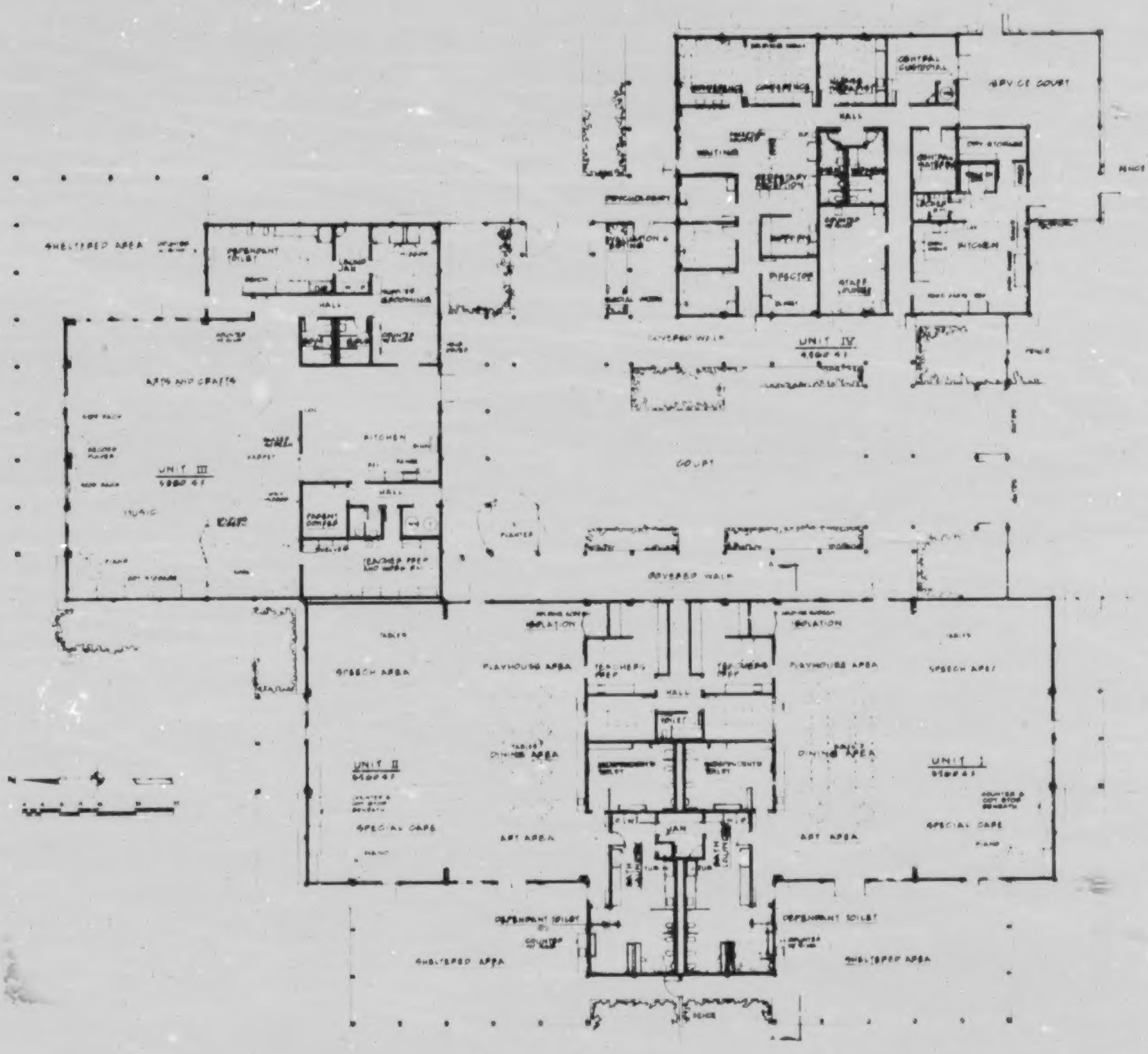
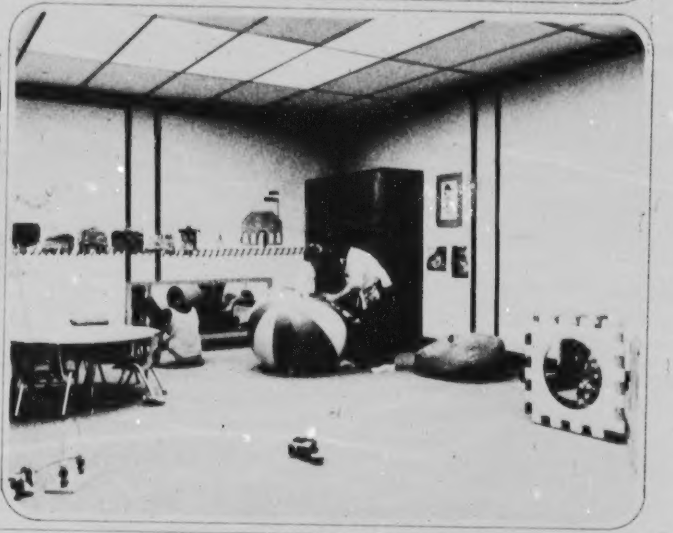
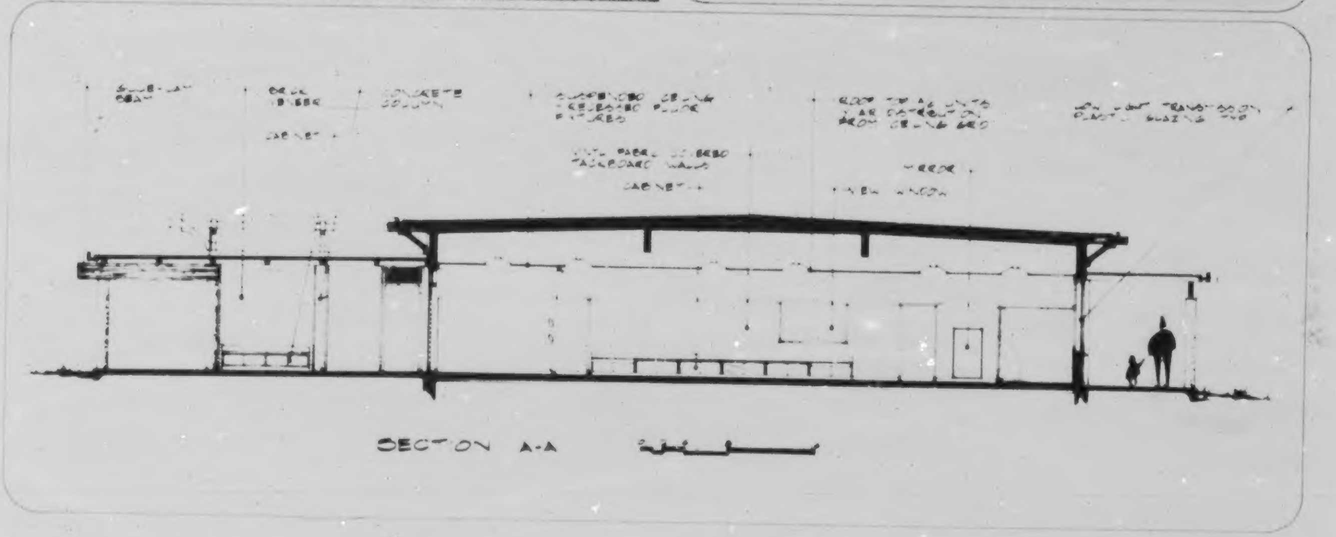
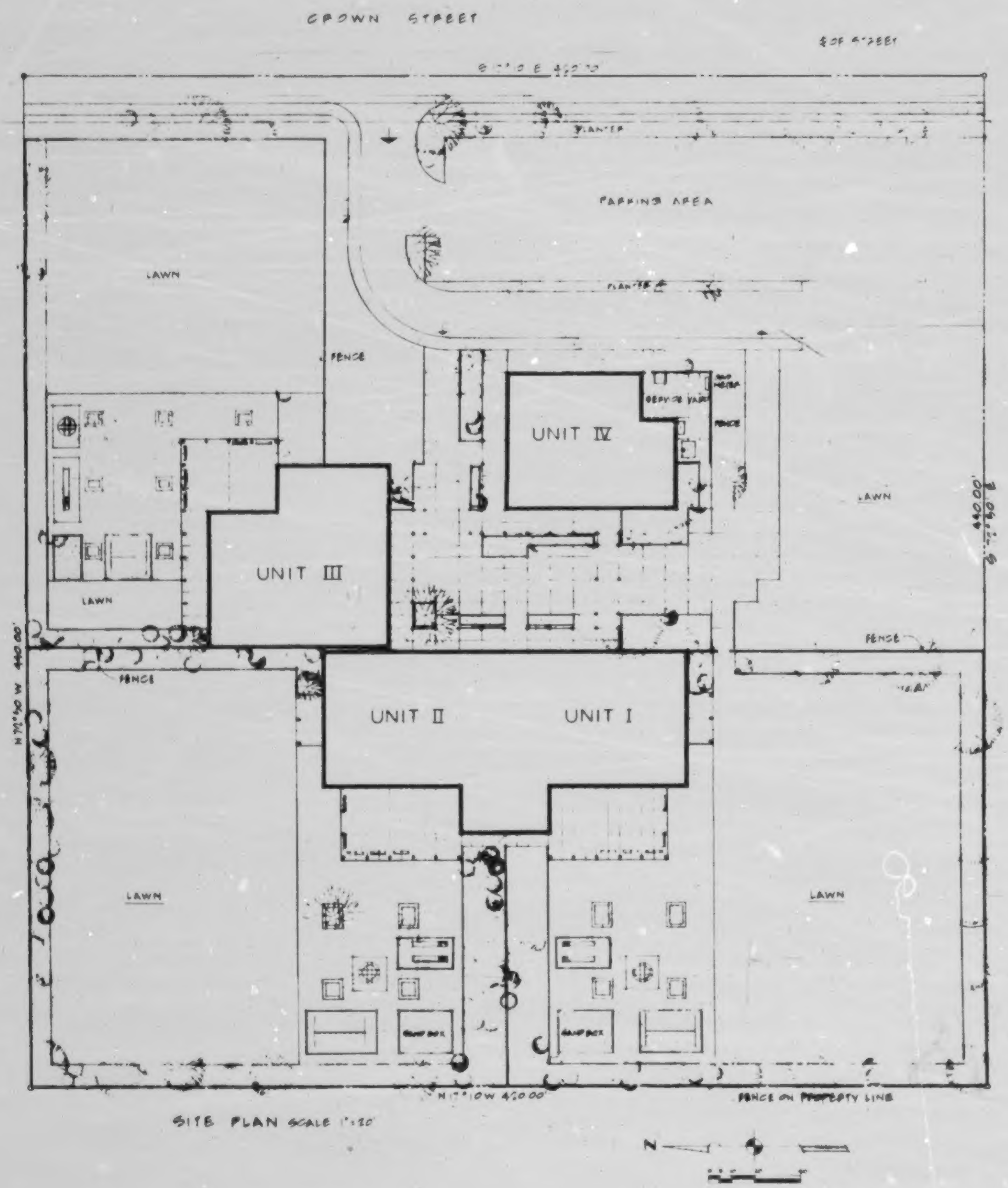
Facility Design

The Roger Walton Development Center contains a centralized administrative, service and kitchen unit and three instructional units. The instructional units are divided into three large flexible loft spaces, two of them with back-to-back support areas. One of these spaces is currently used for younger mobile children, and another is designed for younger nonmobile children. The third unit, which has both the general support area and some special experience areas, is currently used for older mobile and nonmobile students. Each building pod has its articulately developed and controlled outdoor instruction area augmenting the indoor area. All service spaces, such as toilets, isolation, and staff areas, are specially designed for the multihandicapped.


SERVICE COURT
CENTRAL CUSTODIAL
HALL
KITCHEN
STAFF LOUNGE
DIRECTOR
PSYCHOLOGIST
UNIT IV
COVERED WALK
COURT
SHELTERED AREA
DEPENDENT TOILET
HALL
ARTS AND CRAFTS
KITCHEN
UNIT III
MUSIC
PLANTER
COVERED WALK
ISOLATION
ISOLATION
SPEECH AREA
PLAYHOUSE AREA
TEACHERS PREP
HALL
TEACHERS PREP
PLAYHOUSE AREA
SPEECH AREA
TOILET
DINING AREA
DINING AREA
UNIT II
UNIT I
SPECIAL CARE
ART AREA
ART AREA
SPECIAL CARE
DEPENDENT TOILET
DEPENDENT TOILET
SHELTERED AREA
SHELTERED AREA
FENCE




GLUE-LAM BEAM
BRICK LINTEL
CONCRETE COLUMN
SUSPENDED CEILING RECESSED FLUOR FIXTURES
ROOF TOP AC UNITS AIR DISTRIBUTION FROM CEILING GRID
LOW LIGHT TRANSMISSION PLASTIC GLAZING TYP
CABINET
VINYL FABRIC COVERED TACKBOARD WALLS
MIRROR
NEW WINDOW
CABINET
SECTION A-A

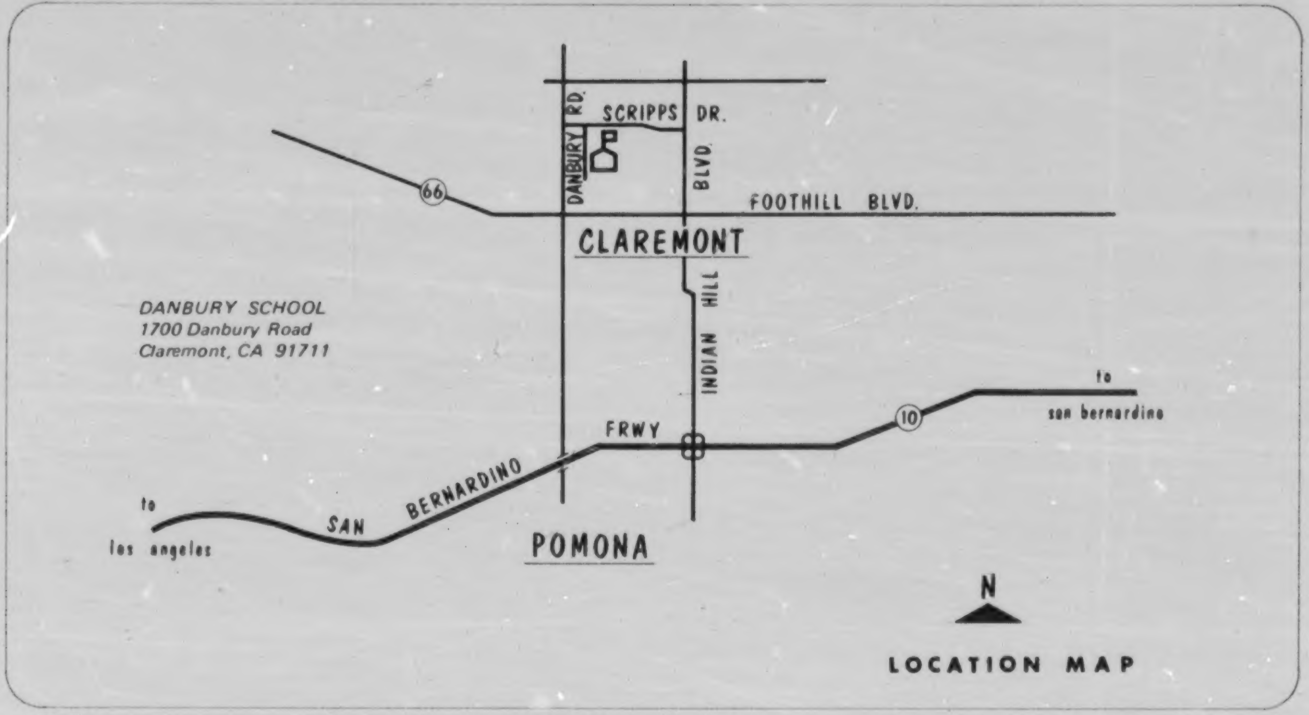

CROWN STREET
¢ OF STREET
S 17°10' E 450.00
PLANTER
PARKING AREA
PLANTER
LAWN
FENCE
UNIT IV
SERVICE YARD
FENCE
UNIT III
LAWN
LAWN
440.00'
FENCE
FENCE
N 17°10' W 440.00'
UNIT II
UNIT I
LAWN
LAWN
SAND BOX
SAND BOX
N 17°10' W 450.00'
FENCE ON PROPERTY LINE
N

SITE PLAN SCALE 1"=20'

DANBURY SCHOOL

Claremont Unified School District
Richard S. Kirkendall, Superintendent
L. Edward Gaylord, Principal

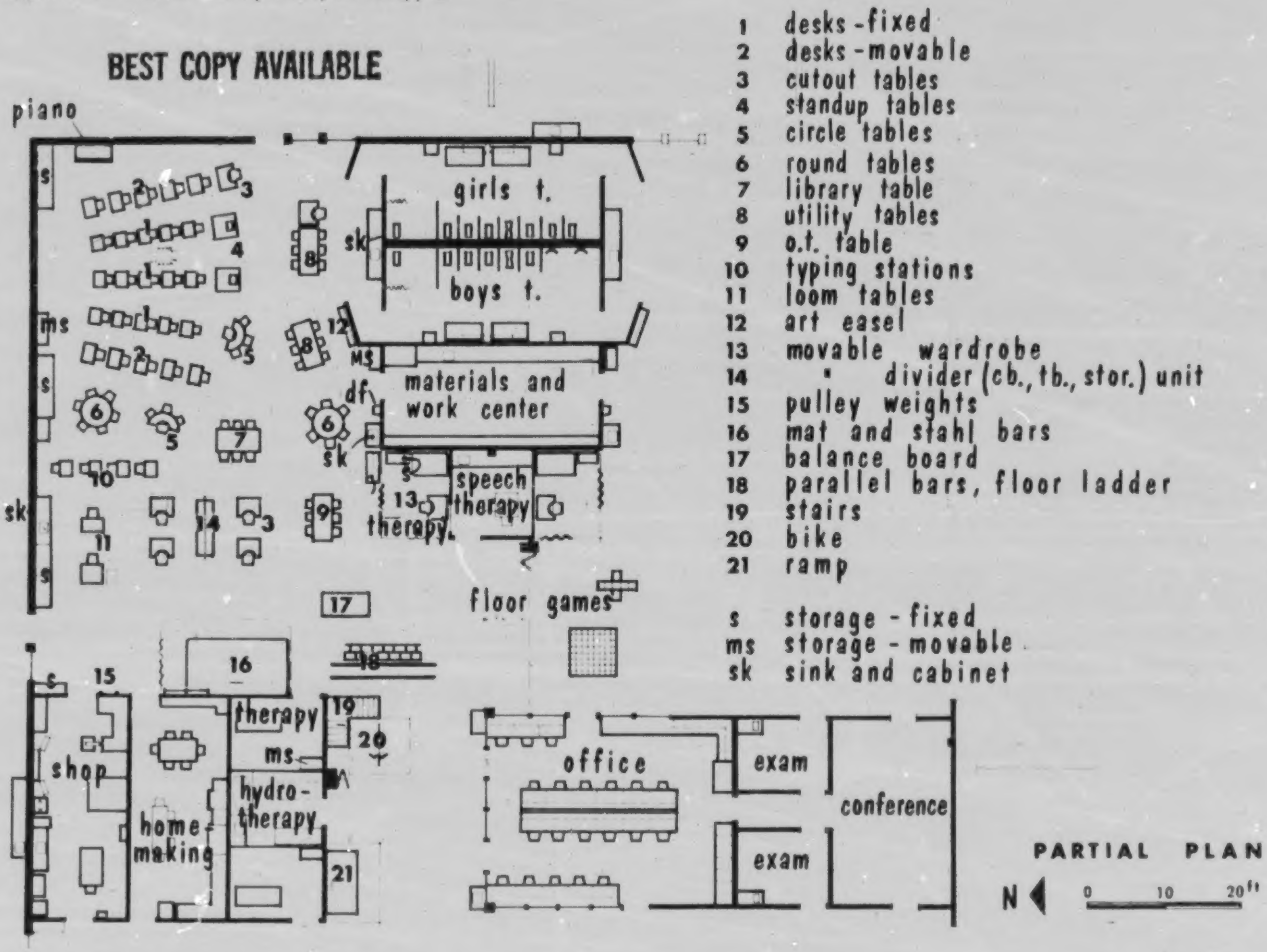
Architect: Willis K. Hutchason
Field representative: Aubrey W. Calvert
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: three through twelve years
Maximum capacity of building: 382


SCRIPPS DR.
DANBURY RD.
BLVD.
66
FOOTHILL BLVD.
CLAREMONT
INDIAN HILL
DANBURY SCHOOL
1700 Danbury Road
Claremont, CA 91711
to
san bernardino
10
FRWY
SAN BERNARDINO
to
los angeles
POMONA
N
LOCATION MAP

Educational Program

Danbury School represents California's first effort to apply the "open space" concept to an educational facility for the orthopedically handicapped. The entire program at this school, including occupational and physical therapy, is conducted essentially in open space.

Each open space accommodates 24 pupils and a team of two teachers, two matrons, one physical therapist, one occupational therapist, a part-time speech therapist, and a psychologist. Each specialist is thus enabled to observe each child first hand for the entire school day as opposed to the traditional 15 or 20 minutes in a clinical situation.


piano
girls t.
boys t.
materials and work center
speech therapy
therapy
floor games
shop
home making
therapy
hydro-therapy
office
exam
exam
conference
s
ms
sk
df
PARTIAL PLAN
N
0
10
20 ft

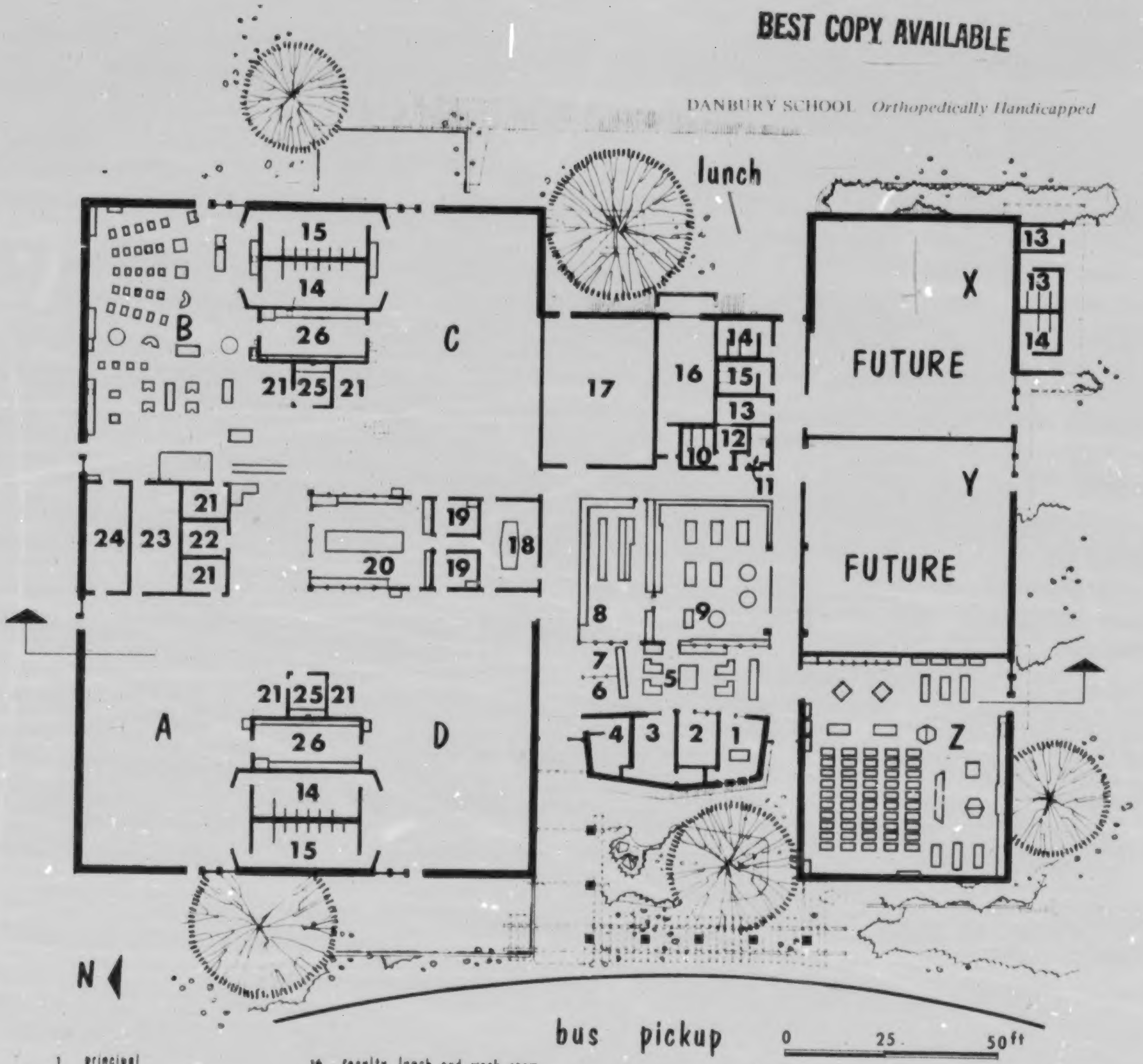
1	desks - fixed
2	desks - movable
3	cutout tables
4	standup tables
5	circle tables
6	round tables
7	library table
8	utility tables
9	o.t. table
10	typing stations
11	loom tables
12	art easel
13	movable wardrobe
14	" divider (cb., tb., stor.) unit
15	pulley weights
16	mat and stahl bars
17	balance board
18	parallel bars, floor ladder
19	stairs
20	bike
21	ramp
s	storage - fixed
ms	storage - movable
sk	sink and cabinet

Facility Design

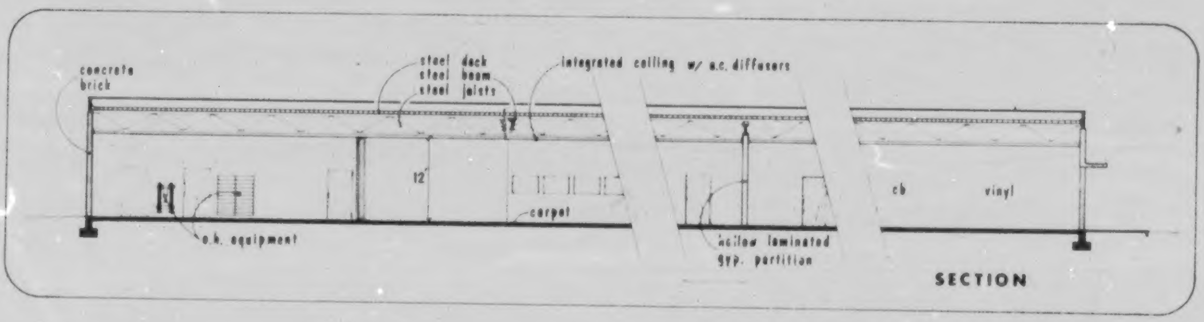
Danbury School has a capacity of approximately 270 regular pupils in kindergarten through grade four and approximately 112 orthopedically handicapped pupils in preschool through grade six. A single administrative unit serves both programs. An instructional media center and food services are also shared by orthopedically handicapped and regular pupils.

Construction follows the latest techniques in loft space planning. To solve the problem of the box-like factory appearance of the typical loft-type building, the exterior is broken in form.

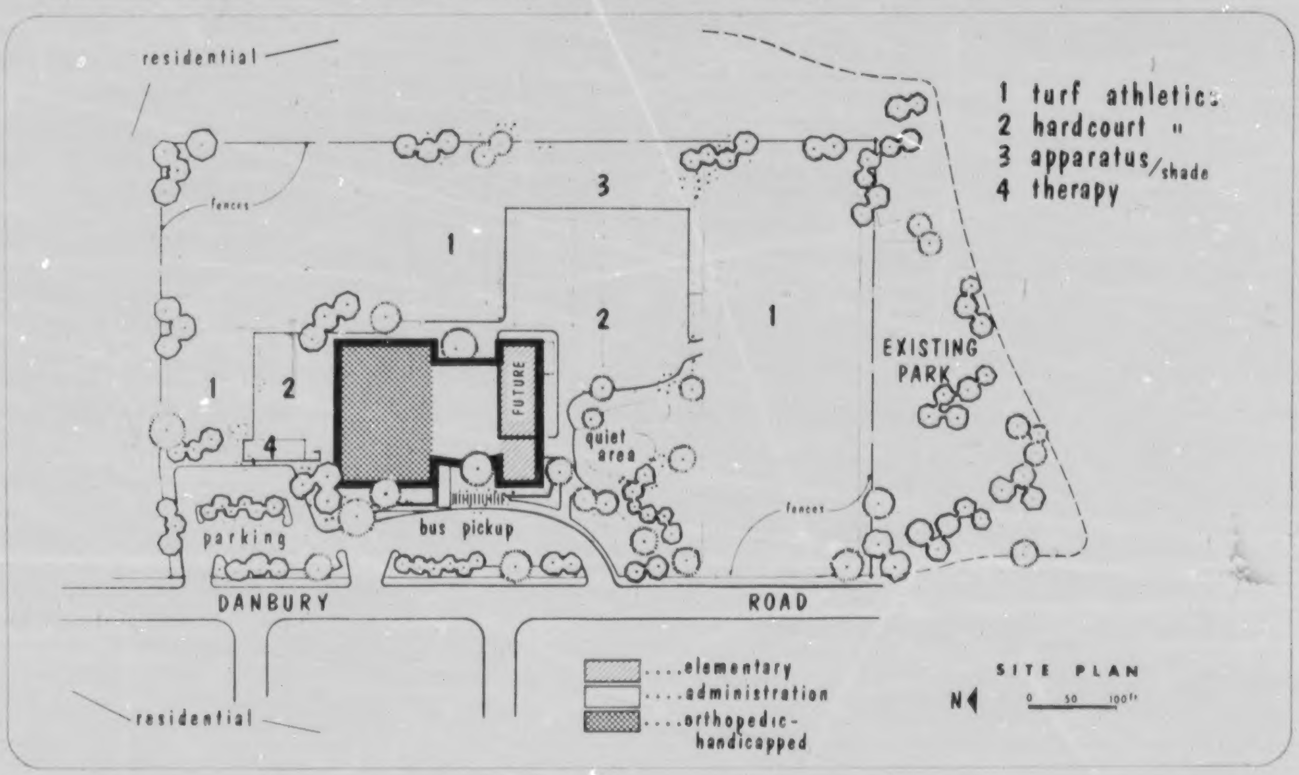
DANBURY SCHOOL *Orthopedically Handicapped*


lunch
15
14
26
21 25 21
B
C
17
16
14
15
13
12
10
11
13
X
13
14
FUTURE
Y
FUTURE
21
24 23 22
21
20
19
19
18
8
9
7
6
5
4 3 2 1
Z
21 25 21
A
26
D
14
15
N
bus pickup
0 25 50ft

1	principal
2	conference
3	health
4	wheelchair storage
5	clerical
6	reception
7	waiting alcove
8	teaching material storage
9	library
10	women faculty toilet
11	men " "
12	cot room
13	custodian
14	boys toilet
15	girls "
16	faculty lunch and work room
17	50 db activity center
18	conference
19	examination room
20	office
21	therapy room
22	hydrotherapy
23	homemaking
24	workshop
25	speech therapy
26	materials and work center
A,B,C,D	O.H. TEAM ROOMS
X,Y,Z	ELE. CLASSROOMS


concrete
brick
steel deck
steel beam
steel joists
integrated ceiling w/ a.c. diffusers
12'
cb
vinyl
carpet
o.h. equipment
hollow laminated
gyp. partition

SECTION


residential
fences
1 turf athletics
2 hardcourt "
3 apparatus/shade
4 therapy
3
1
2
1
1
2
4
FUTURE
quiet area
EXISTING PARK
parking
bus pickup
fences
DANBURY
ROAD
residential
....elementary
....administration
....orthopedic-handicapped
SITE PLAN
N
0 50 100ft

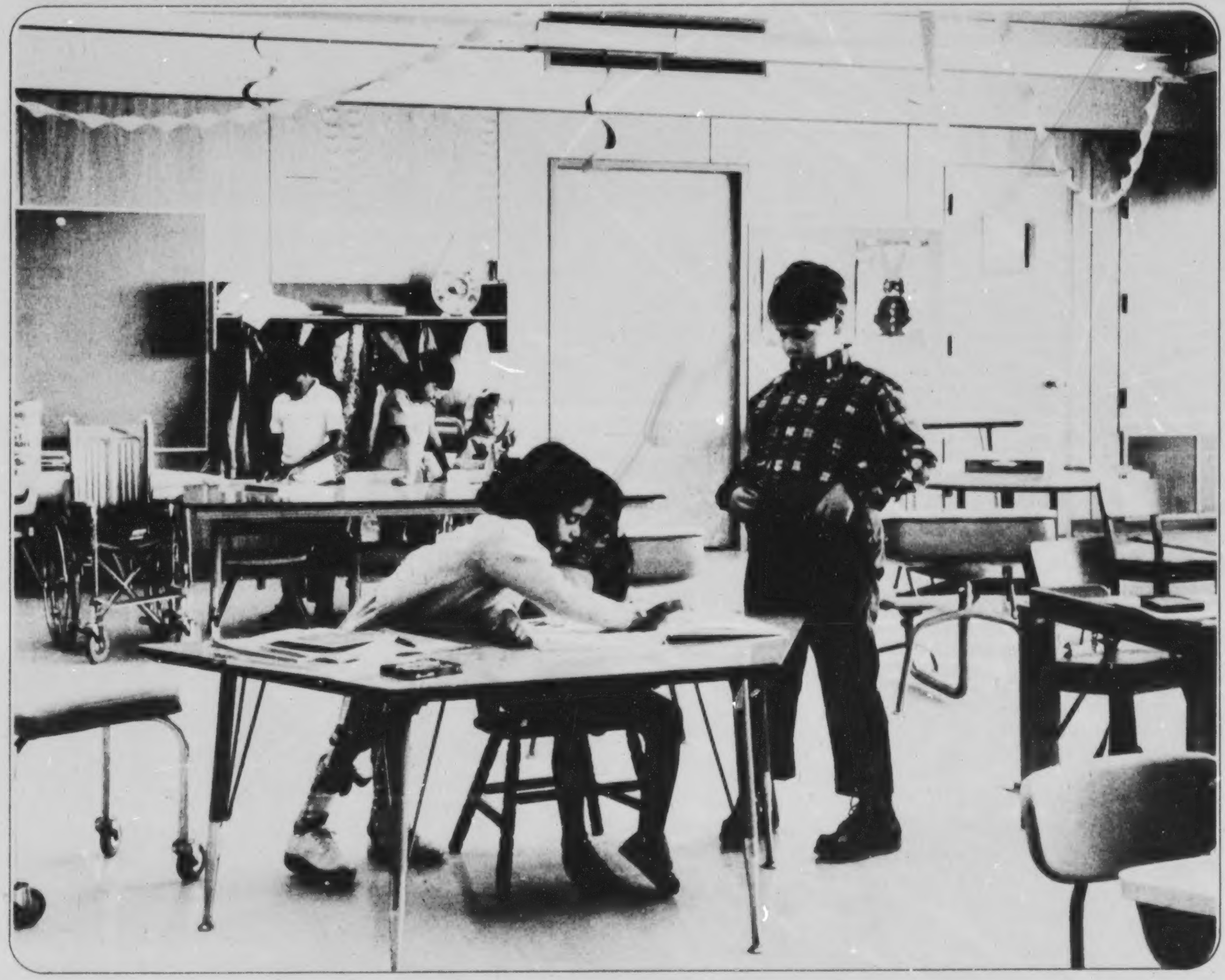
EL PORTAL DEL NORTE SCHOOL

Office of the San Mateo County Superintendent of Schools
J. Russell Kent, Superintendent
Mrs. Elizabeth Sekreta, Principal

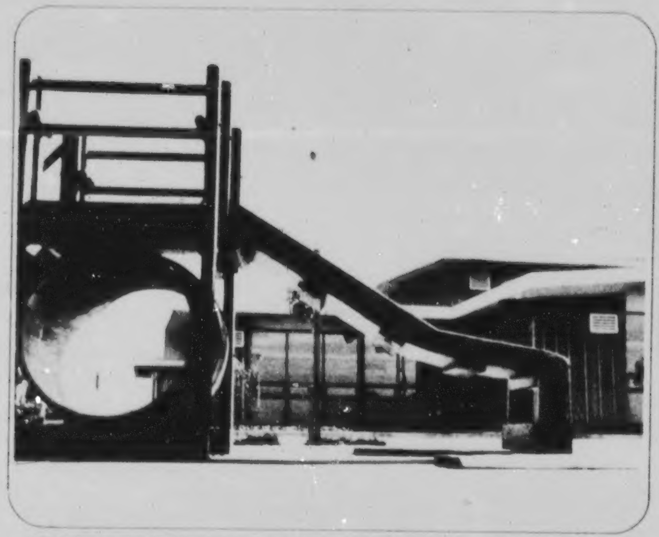
Architect: Worsley & Rankin
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 72

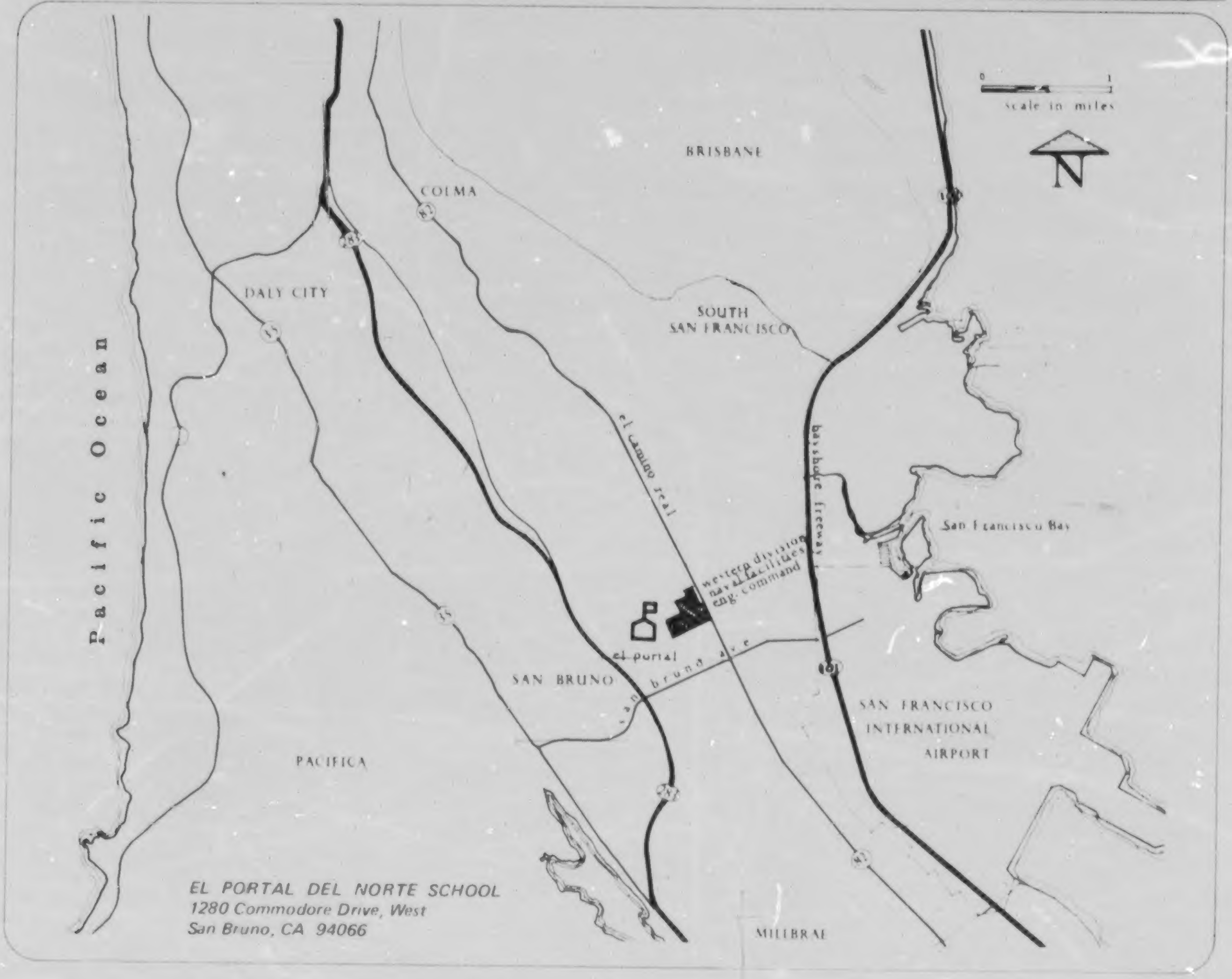
Educational Program

A prime objective of the orthopedic program at El Portal Del Norte School is to train, teach, and apply therapy so that each orthopedically handicapped pupil will be enabled to function in a regular school situation as soon as possible. The school was designed to facilitate a team teaching approach so that each pupil would receive specialized help in his areas of need.



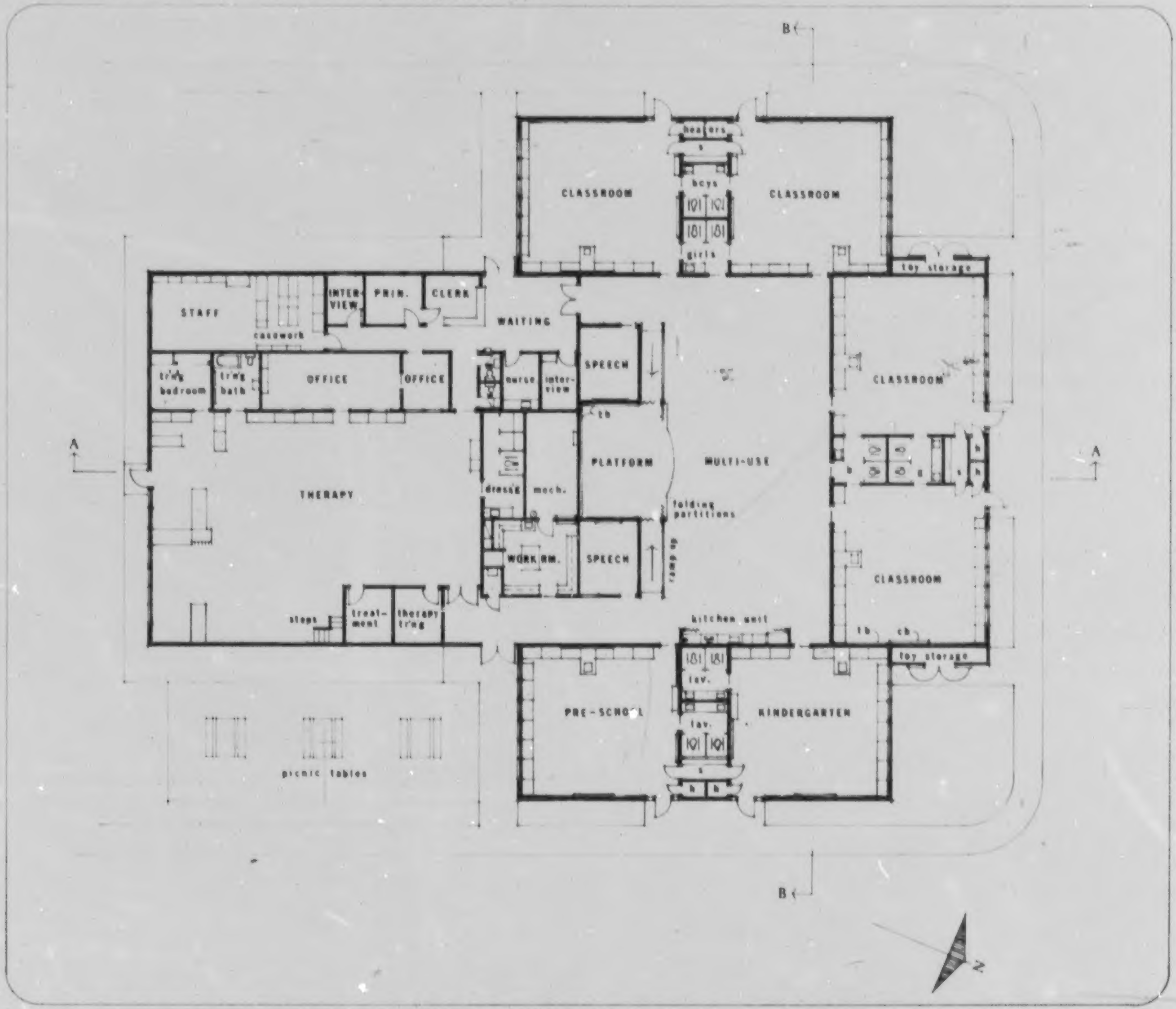
EL PORTAL DEL NORTE SCHOOL *Orthopedically Handicapped*

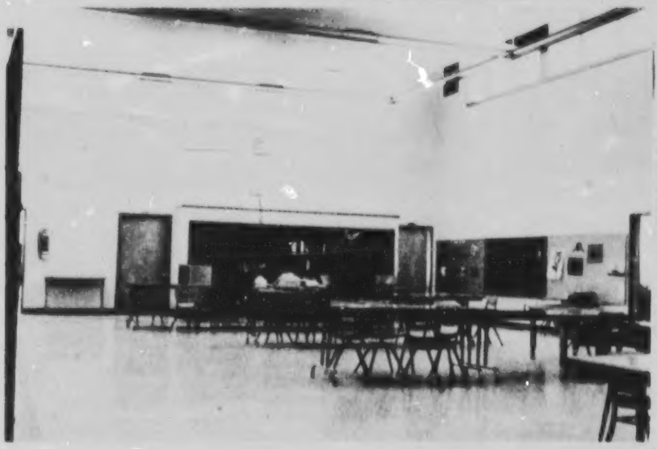



0
1
scale in miles
N
BRISBANE
COLMA
DALY CITY
SOUTH SAN FRANCISCO
Pacific Ocean
el camino real
bayshore freeway
San Francisco Bay
western division naval facilities eng. command
el portal
san bruno ave
SAN BRUNO
SAN FRANCISCO INTERNATIONAL AIRPORT
PACIFICA
MILLBRAE

EL PORTAL DEL NORTE SCHOOL
1280 Commodore Drive, West
San Bruno, CA 94066

EL PORTAL DEL NORTE SCHOOL *Orthopedically Handicapped*

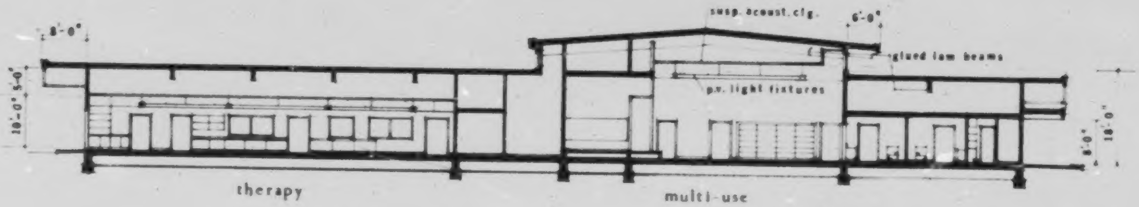

B
heaters
boys
girls
CLASSROOM
CLASSROOM
toy storage
STAFF
casework
INTER-VIEW
PRIN.
CLERK
WAITING
trng bedroom
trng bath
OFFICE
OFFICE
nurse
inter-view
SPEECH
CLASSROOM
tb
PLATFORM
MULTI-USE
A
A
THERAPY
dress
mech.
folding partitions
WORK RM.
SPEECH
ramp up
CLASSROOM
steps
treat-ment
therapy trng
kitchen unit
tb
cb
toy storage
lav.
PRE-SCHOOL
KINDERGARTEN
lav.
picnic tables
B
N



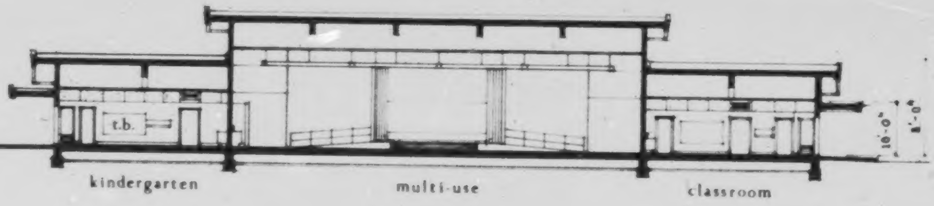
Facility Design

Classrooms at El Portal Del Norte are arranged so that a multipurpose room is readily accessible for library work, homemaking projects, rainy-day activities, and food services. The arrangement also makes possible bus delivery and pick up of each pupil at his classroom area. A therapy unit features one large room in which both the occupational therapist and the physical therapist can work together with the pupils.

The orthopedically handicapped pupils share a playground area with mentally retarded pupils from Palos Verdes School.

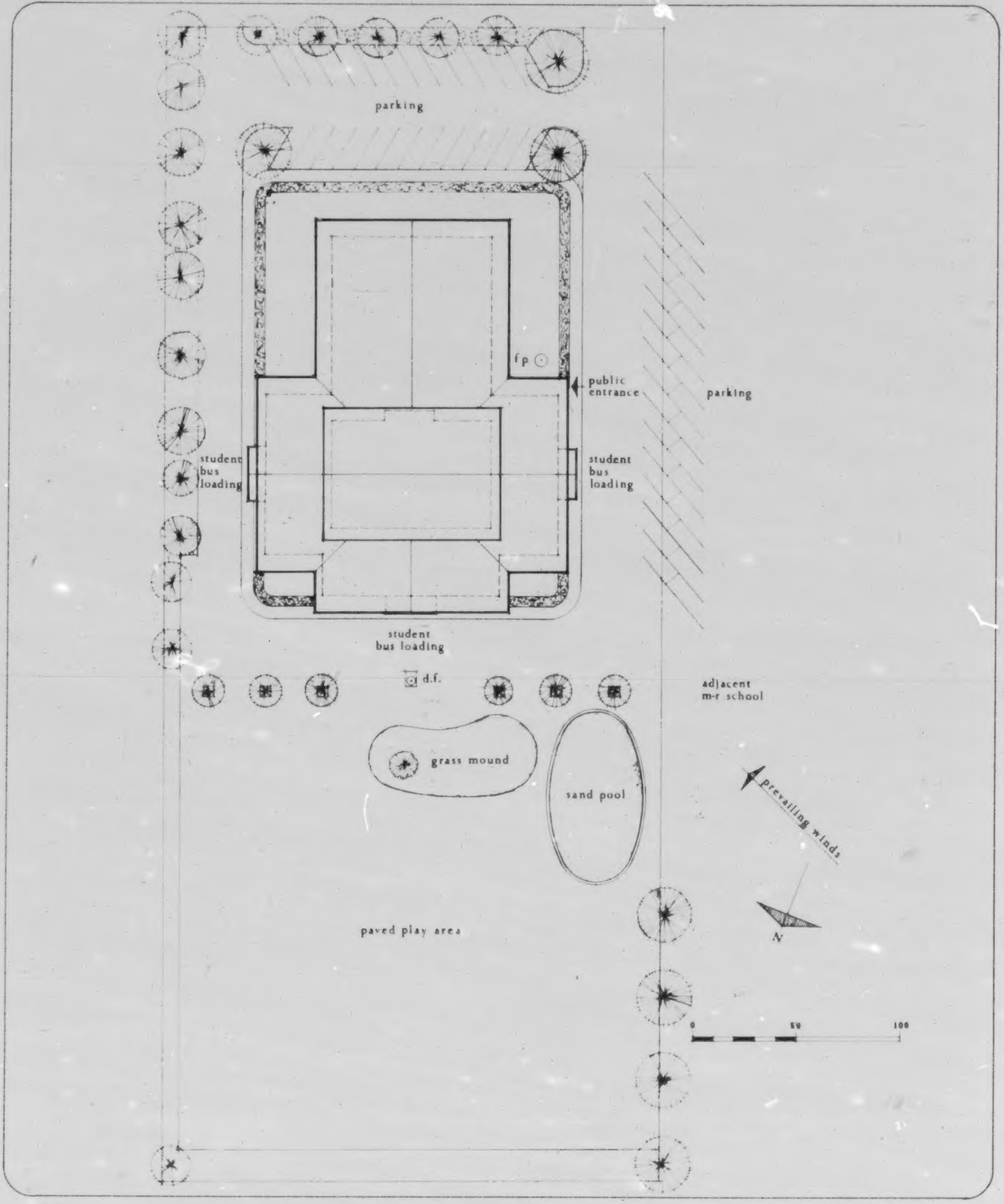

8'-0"
susp. acoust. clg.
6'-0"
glued lam beams
p.v. light fixtures
10'-0"
5'-0"
8'-0"
10'-0"
therapy
multi-use

Section A


t.b.
10'-0"
8'-0"
kindergarten
multi-use
classroom

Section B

EL PORTAL DEL NORTE SCHOOL *Orthopedically Handicapped*


parking
fp
public entrance
parking
student bus loading
student bus loading
student bus loading
d.f.
adjacent m-r school
grass mound
sand pool
prevailing winds
N
paved play area
0
50
100

NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN

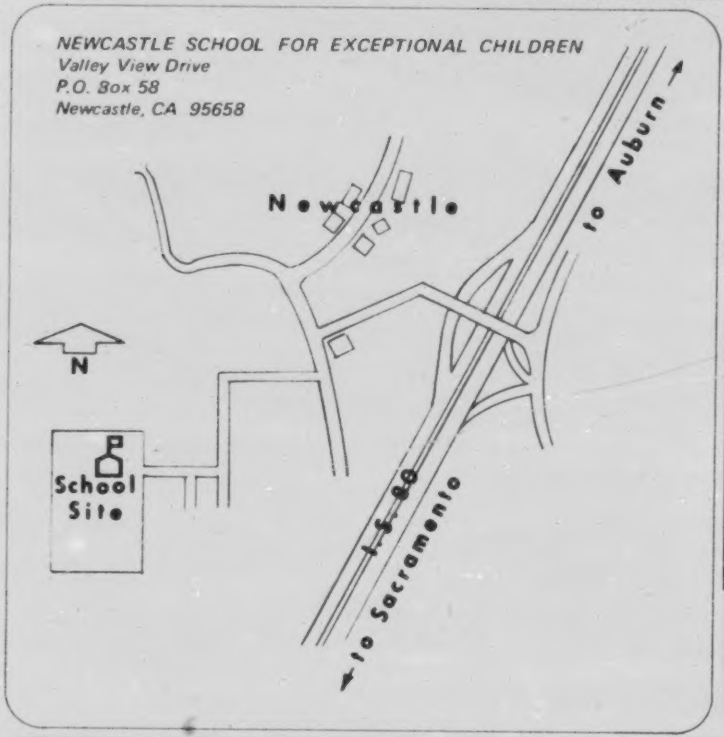
Office of the Placer County Superintendent of Schools
Kenneth L. Lonergan, Superintendent
Bruce Becker, Principal

Architect: John Harvey Carter
Field representative: Claude Rupel
Source of funding: State School Building Aid
Date building first occupied: 1963
Age range of pupils: Three through fourteen years
Maximum capacity of building: 48

Educational Program

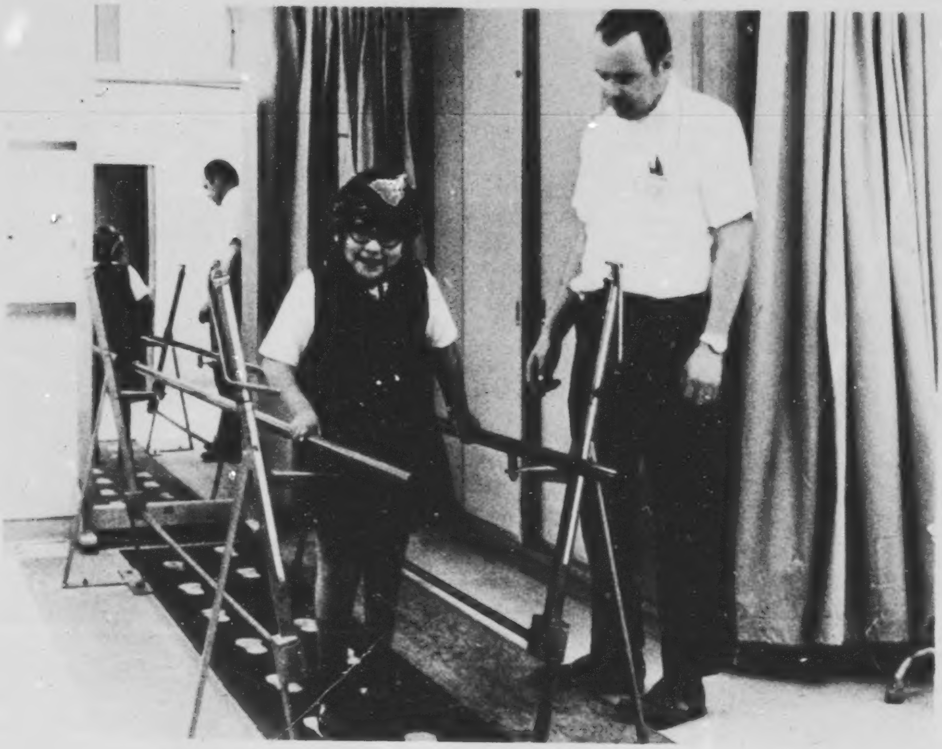
A school for orthopedically handicapped and hard-of-hearing children from age three to approximately fourteen is located on the site of Newcastle Elementary School. Both programs are well housed and include excellent equipment. They are conducted in cooperation with the Bureau of Crippled Children's Services in the California State Department of Public Health and with the Placer County Health Department.

The educational programs include activities designed to promote academic, emotional, social, and physical development. Physical and occupational therapy are provided. There are treatment rooms that may be used by doctors from the Bureau of Crippled Children Services who visit the school for clinical purposes.



NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN
Valley View Drive
P.O. Box 58
Newcastle, CA 95658

Newcastle
N
School Site
I-5 80
to Auburn
to Sacramento



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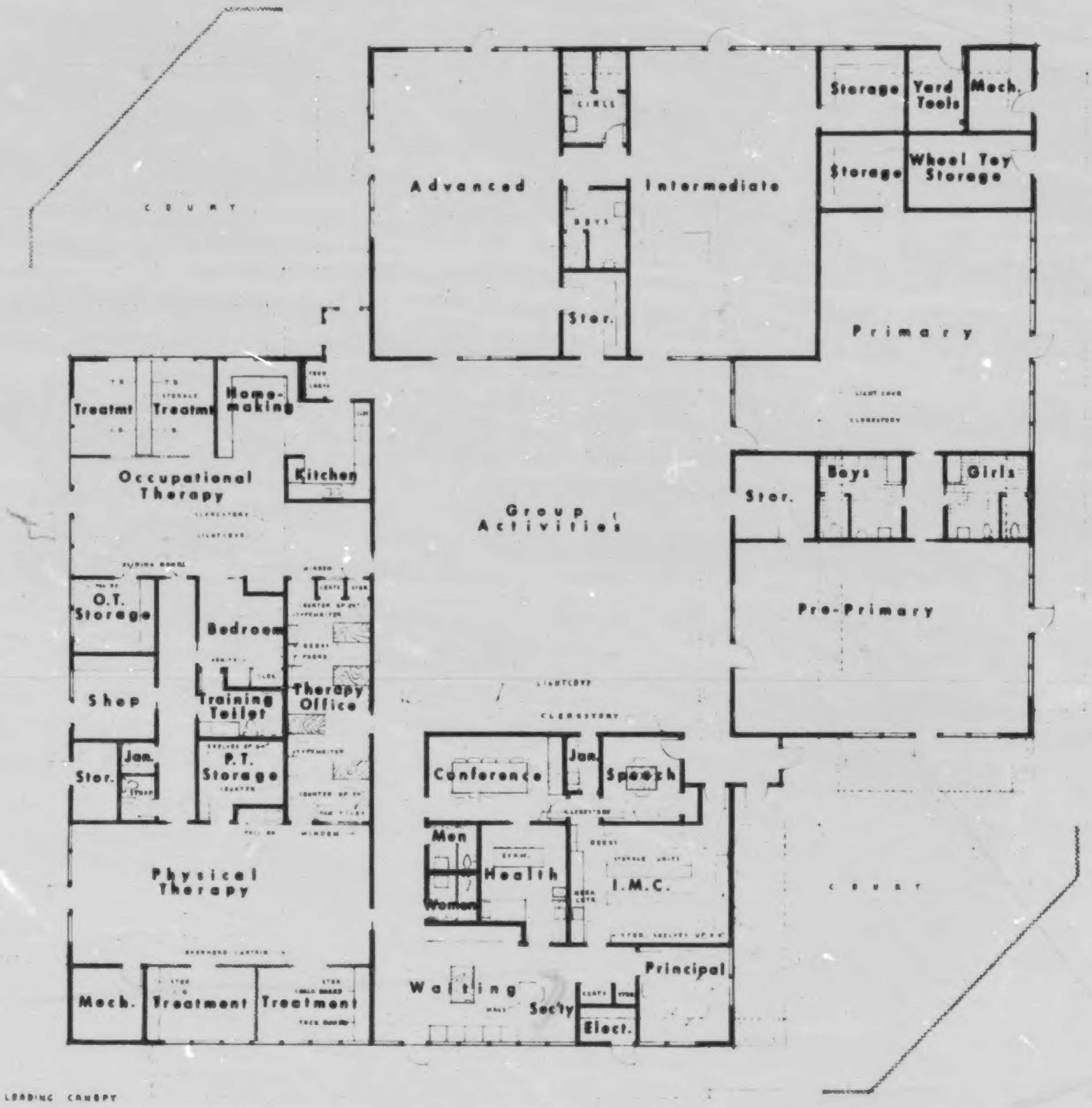
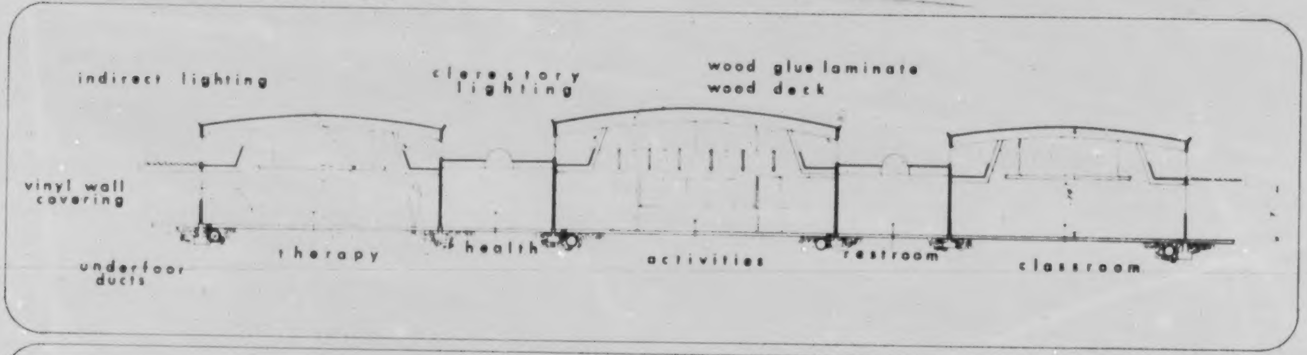
NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN *Orthopedically Handicapped*

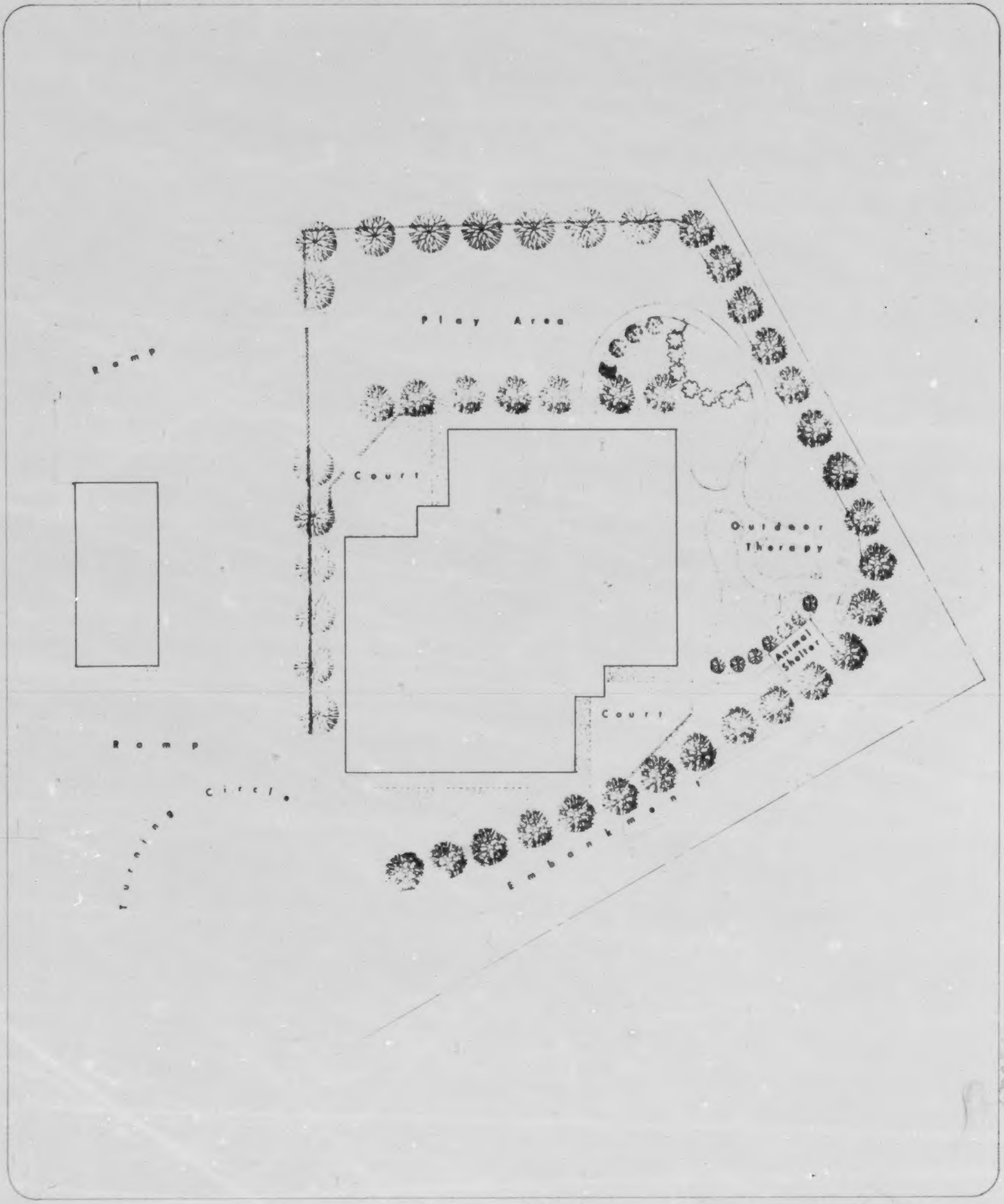

Court
Advanced
Girls
Boys
Stor.
Intermediate
Storage
Yard Tools
Mech.
Storage
Wheel Toy Storage
Primary
Treatmt
Treatmt
Home-making
Kitchen
Occupational Therapy
Group Activities
Stor.
Boys
Girls
O.T. Storage
Bedroom
Therapy Office
Pre-Primary
Shop
Training Toilet
Stor.
Jan.
P.T. Storage
Conference
Jan.
Speech
Men
Women
Health
I.M.C.
Physical Therapy
Court
Mech.
Treatment
Treatment
Waiting
Sec'y
Elect.
Principal
Loading Canopy

Facility Design

The facility for the orthopedically handicapped and hard of hearing at Newcastle Elementary School was designed after a three-month study of all existing California schools of this type. The school's innovative features include the following:

1. A large activities area
2. A typical residential bedroom and bathroom designed for training purposes
3. Many sliding doors to prevent injury to crawling children
4. Spaces designed around and for the use of the wheel chair
5. Special outdoor therapy area for the use of wheeled toys
6. Restrooms and storage areas immediately adjacent to all classrooms
7. Therapy office with visual control over therapy areas
8. A combination of natural and artificial light in an indirect lighting system


indirect lighting
clerestory lighting
wood glue laminate
wood deck
vinyl wall covering
underfloor ducts
therapy
health
activities
restroom
classroom


Play Area
Ramp
Court
Outdoor Therapy
Animal Shelter
Court
Ramp
Turning Circle
Embankment

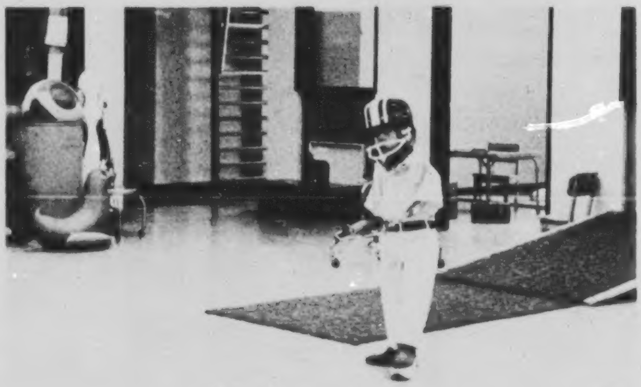
OLDER ELEMENTARY SCHOOL

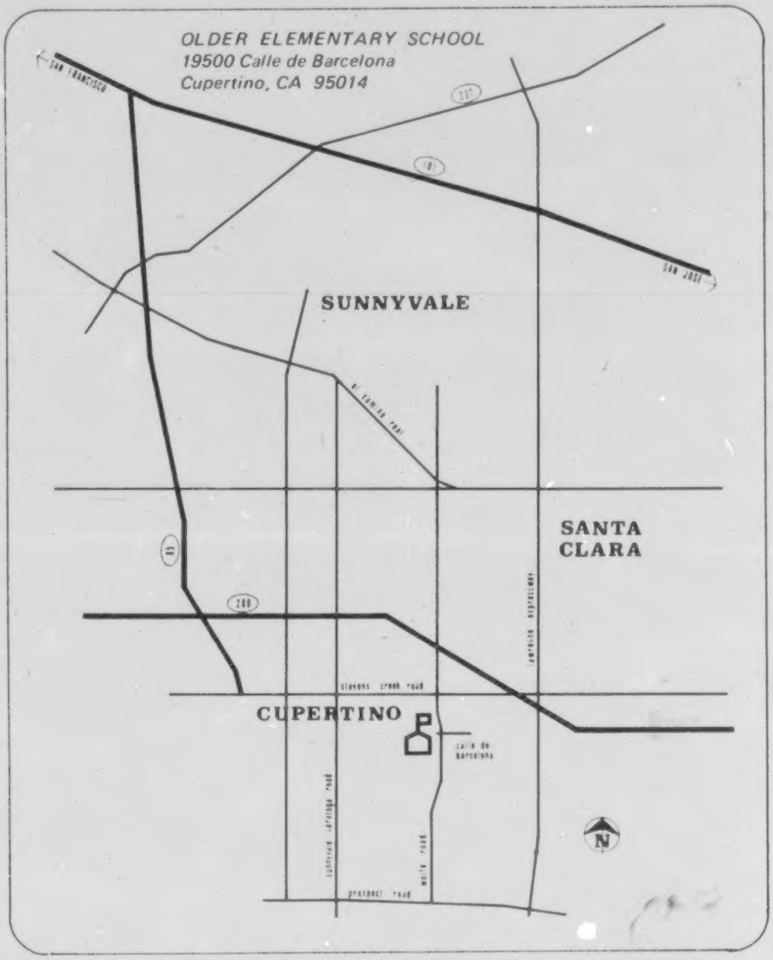
Cupertino Union Elementary School District
A. Stanley Corey, Superintendent
Philips Kemp, Principal
Tom Koep, Principal, Orthopedic Unit

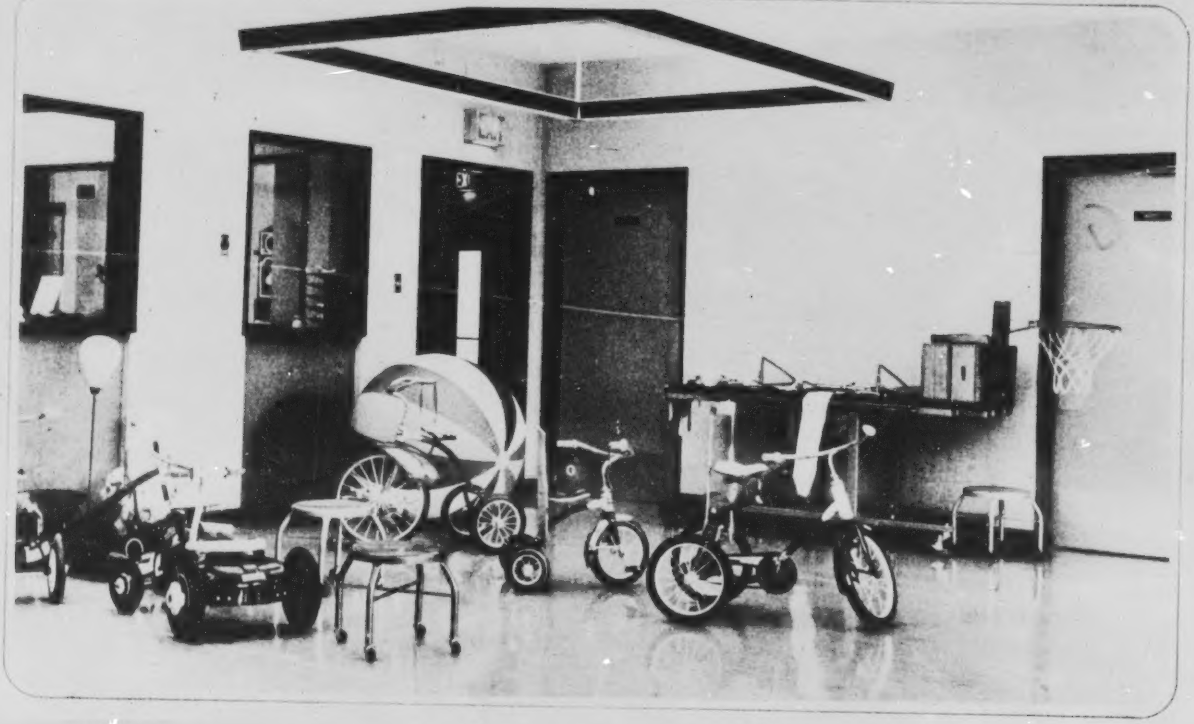
Architect: Dean Price
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 72

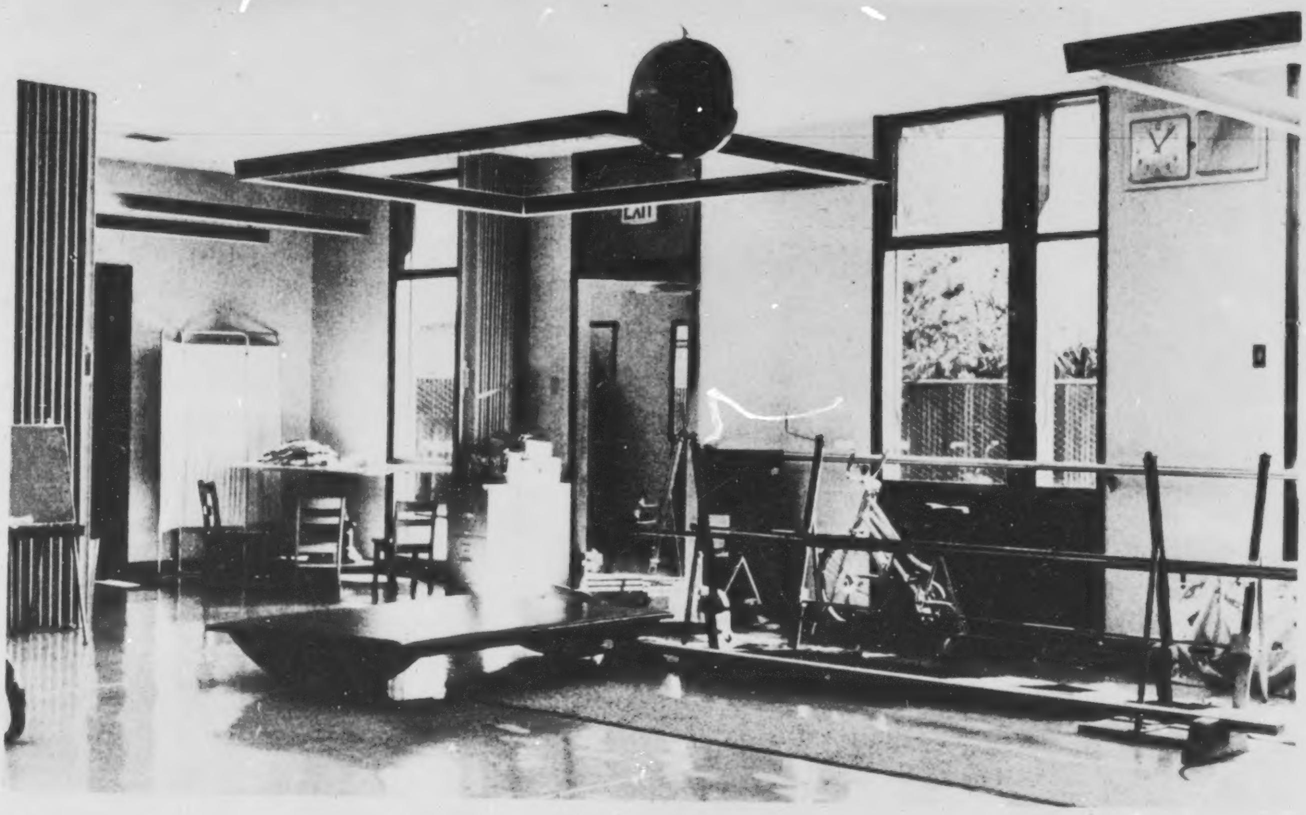
Educational Program

The primary objective of the program for orthopedically handicapped children at Older Elementary School is to create an environment that will allow the integration of orthopedically handicapped pupils into the regular elementary school curriculum. This is being accomplished by providing a common resource center that may be used by all the pupils enrolled in the school. Approximately 40 percent of the handicapped children are involved to some degree in the regular elementary school program.




OLDER ELEMENTARY SCHOOL
19500 Calle de Barcelona
Cupertino, CA 95014
SAN FRANCISCO
237
101
SAN JOSE
SUNNYVALE
el camino real
SANTA CLARA
85
280
lawrence expressway
stevens creek road
CUPERTINO
calle de barcelona
sunnyvale saratoga road
wolfe road
prospect road
N

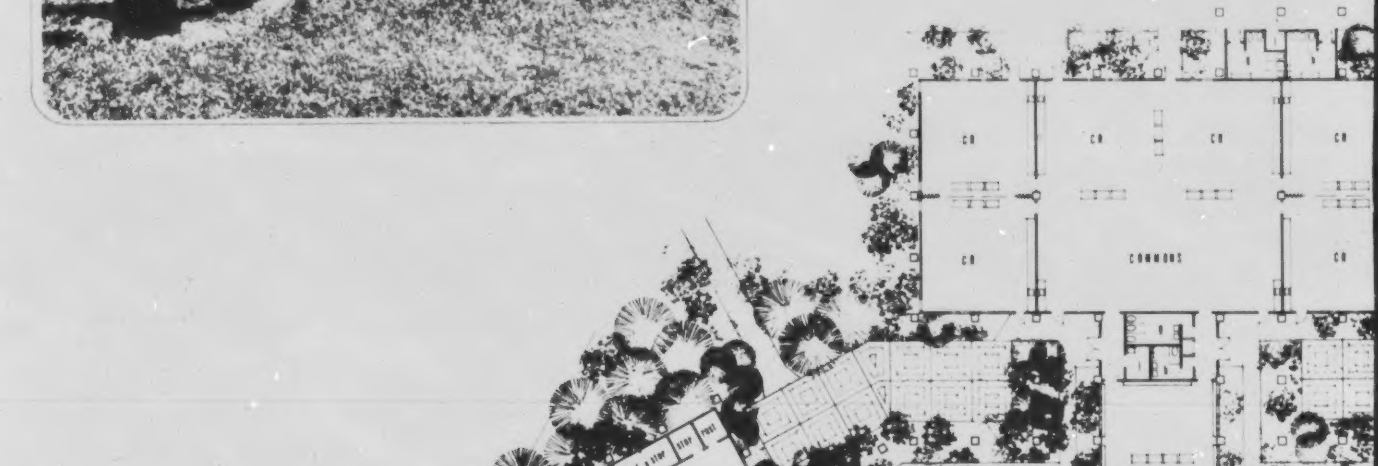




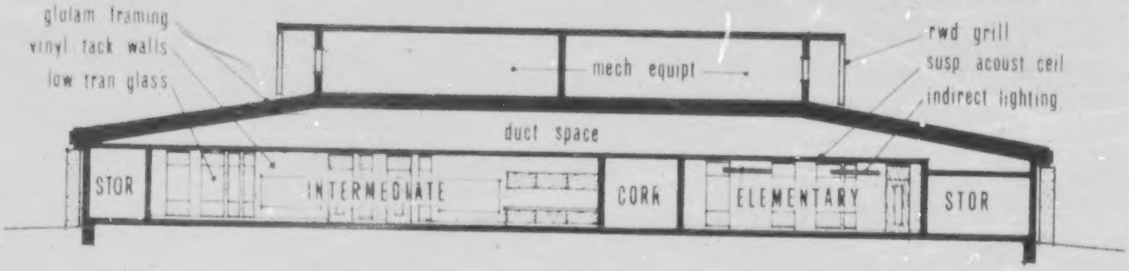
Facility Design

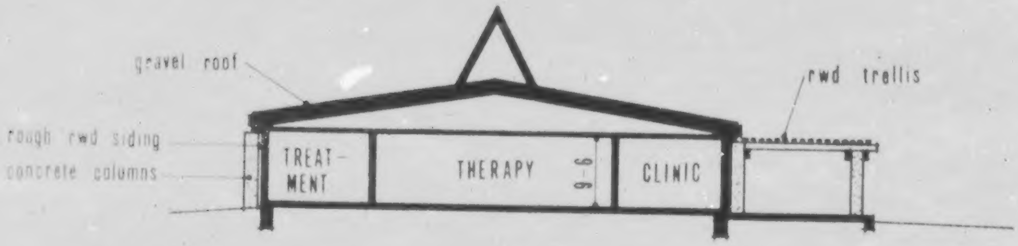
Older Elementary School consists of three institutions in one building – an elementary school, a special education school with five classrooms for orthopedically handicapped minors, and a therapy facility that serves outpatients as well as the orthopedically handicapped pupils enrolled in the school. All instructional areas are carpeted for acoustical purposes, and the walls are vinyl-covered, tackable surfaces.

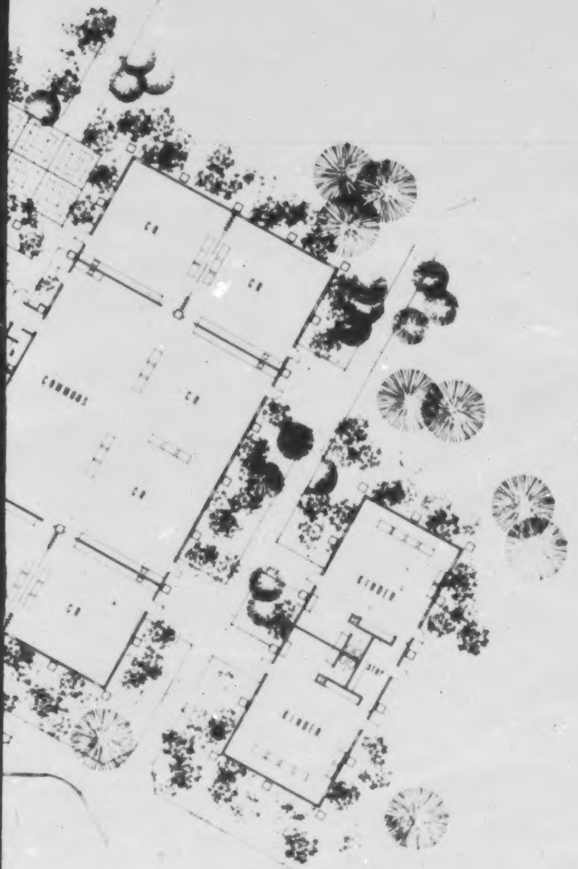
The simplicity and consistency of the materials and details evident in this school have resulted in an aesthetically pleasing educational facility that is a great asset to the community.


CR
CR
CR
CR
CR
COMMONS
CR
CR
MECH
STOR
EXIT
RESOURCE CENTER
SHOP
STAFF
LIBR
CR
OFF
WORK
NURSE
PRINCIPAL
PRIMARY
INTERMEDIATE
home arts
SPEECH
CONF
CR
NURSERY
THERAPY
treatment
bath
kit
bedroom
therapists
off
THERAPY
CLINIC
wait
LOADING AREA
repairs
wheel chairs
ELEMENTARY
OFF
PRINCIPAL
STAFF
rest
stor

BEST COPY AVAILABLE


glulam framing
vinyl tack walls
low tran glass
mech equipt
rwd grill
susp acoust ceil
indirect lighting
duct space
STOR
INTERMEDIATE
CORR
ELEMENTARY
STOR


gravel roof
rwd trellis
rough rwd siding
concrete columns
TREAT-MENT
THERAPY
9-6
CLINIC


CR
CR
COMMONS
CR
CR
CR
KINDER
STOR
KINDER

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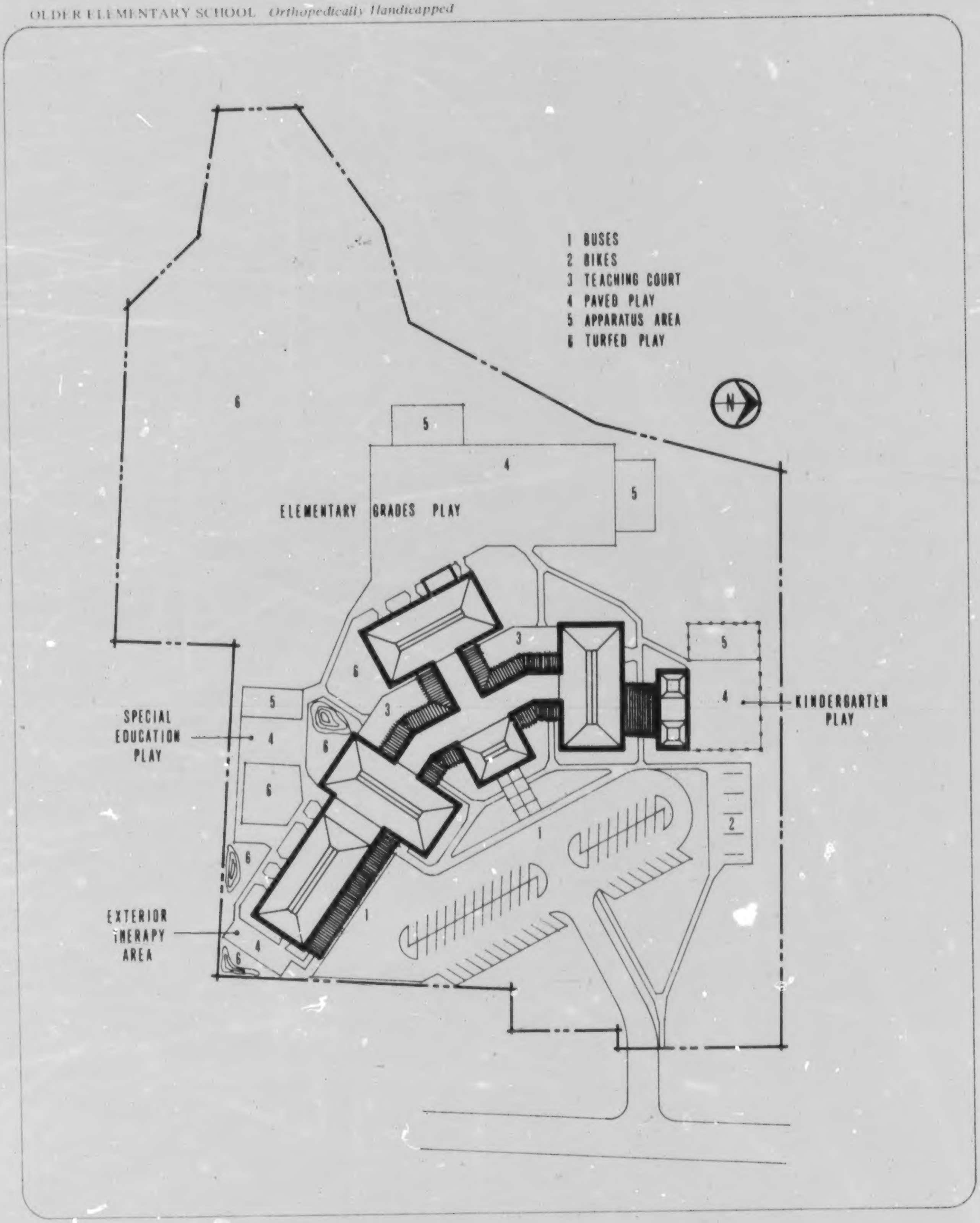
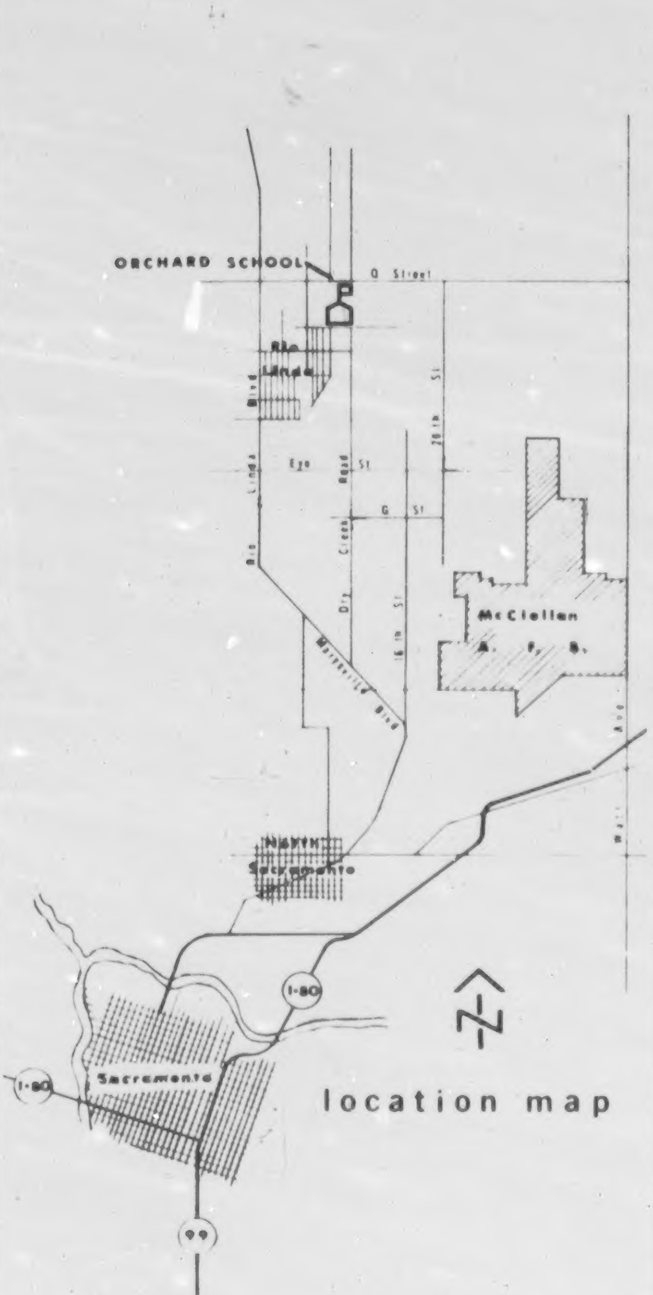

1 BUSES
2 BIKES
3 TEACHING COURT
4 PAVED PLAY
5 APPARATUS AREA
6 TURFED PLAY
N
ELEMENTARY GRADES PLAY
SPECIAL EDUCATION PLAY
KINDERGARTEN PLAY
EXTERIOR THERAPY AREA
1
2
3
4
5
6

ORCHARD ELEMENTARY SCHOOL

Rio Linda Union Elementary School District
Frederick C. Joyce, Superintendent
John Long, Principal

Architect: Cox, Liske, Lionakis & Beaumont
Field representative: Wilho Martin
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Five through twelve years
Maximum capacity of building: 49


ORCHARD SCHOOL
Q Street
Rio Linda
Rio Linda Blvd
St
Dry Creek Road
G St
20th St
16th St
Marysville Blvd
McClellan A. F. B.
Watt Ave
North Sacramento
I-80
Sacramento
I-80
99
N

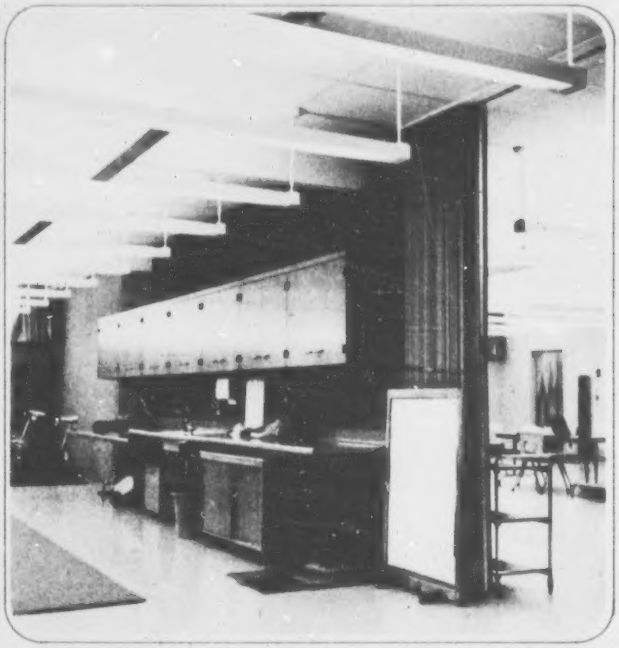
location map

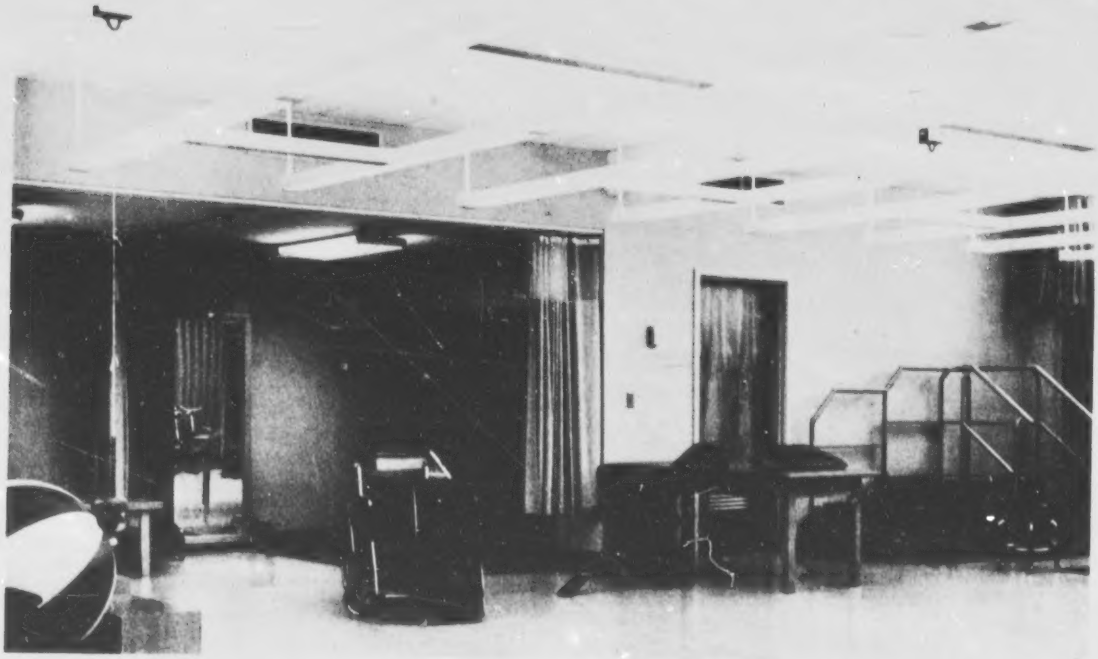
ORCHARD ELEMENTARY SCHOOL
1040 Q Street
Rio Linda, CA 95673

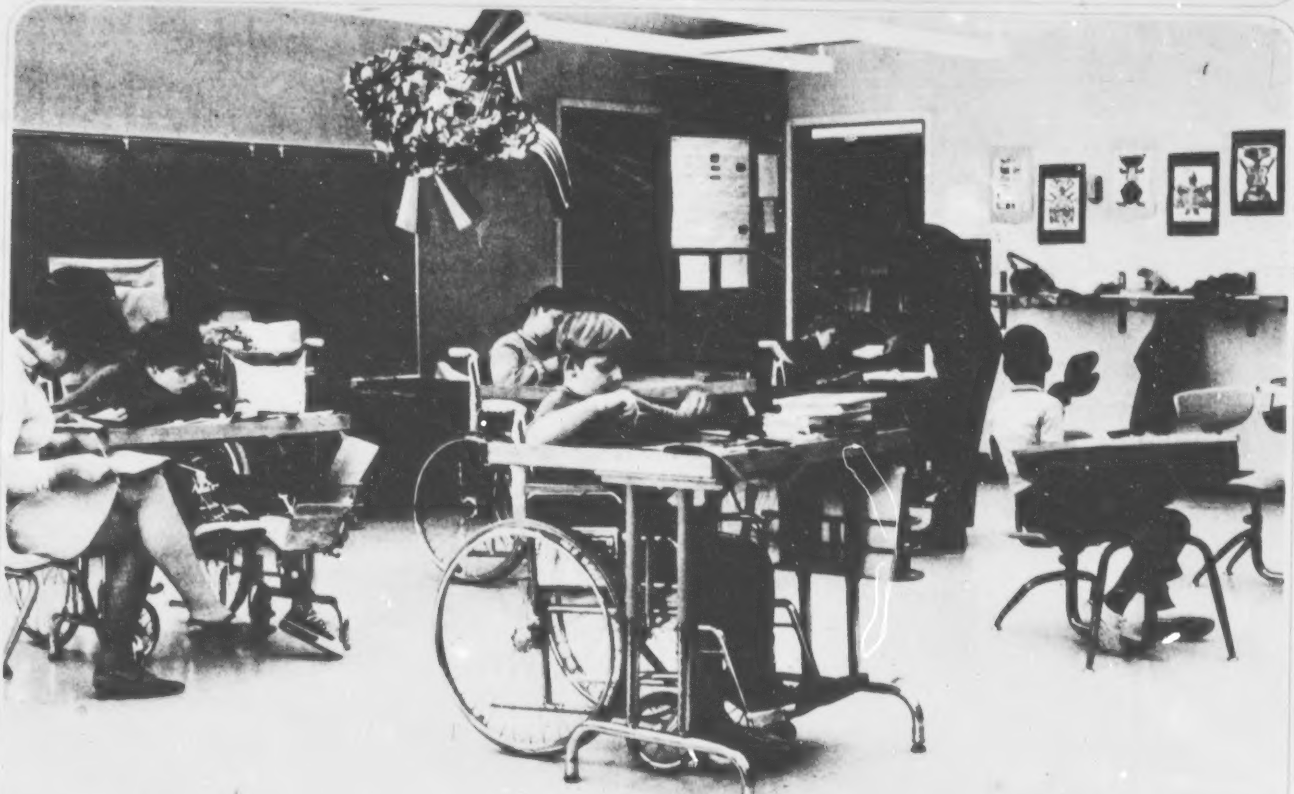
Educational Program

In addition to facilities for nonhandicapped pupils, Orchard School contains five classrooms and a large therapy area for the orthopedically handicapped. Both school units are administered as a single complex.

The emphasis at Orchard School is on the needs common to all children rather than on the uniqueness of the handicapped child; for example, a multipurpose room is shared with nonhandicapped pupils in accordance with the capacity of the handicapped children to use this type of space. A central area has been planned for therapists, special consultants, and teachers to implement a "team approach." There is a workshop area in which handicapped children are trained to use their hands and arms.







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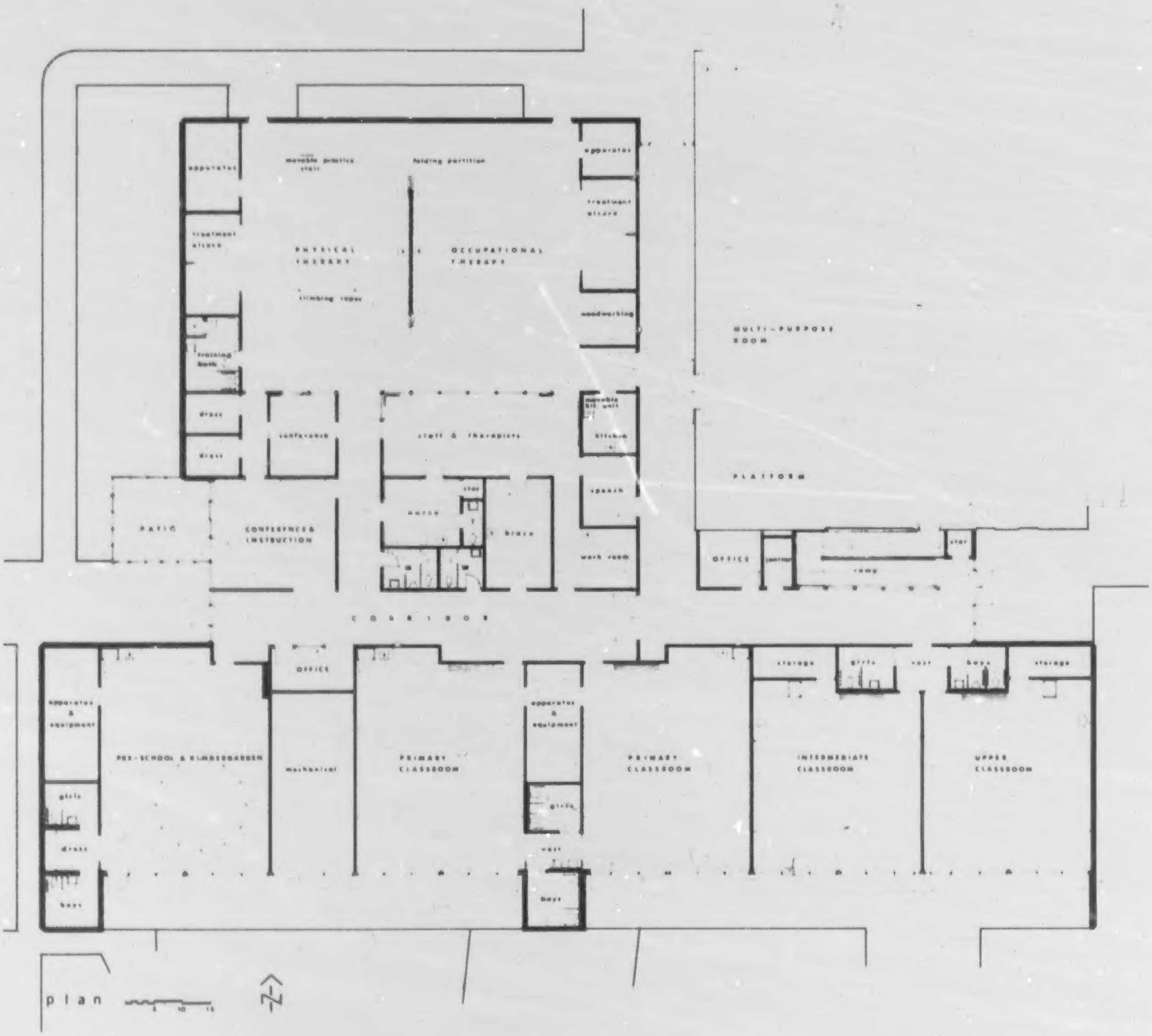
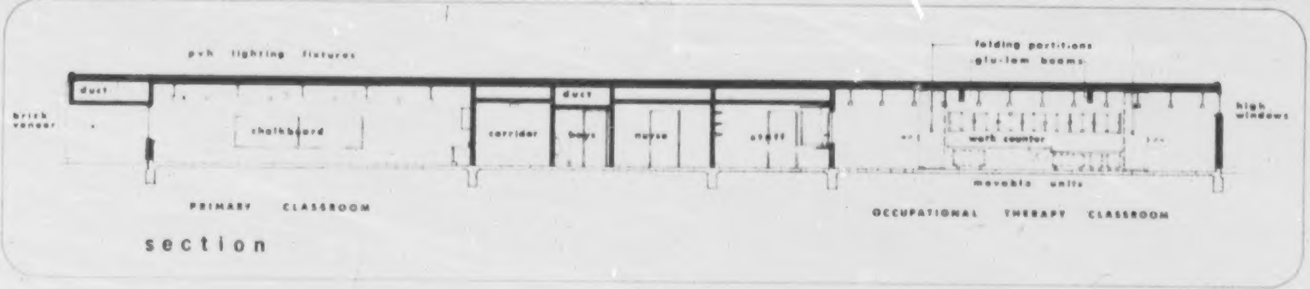
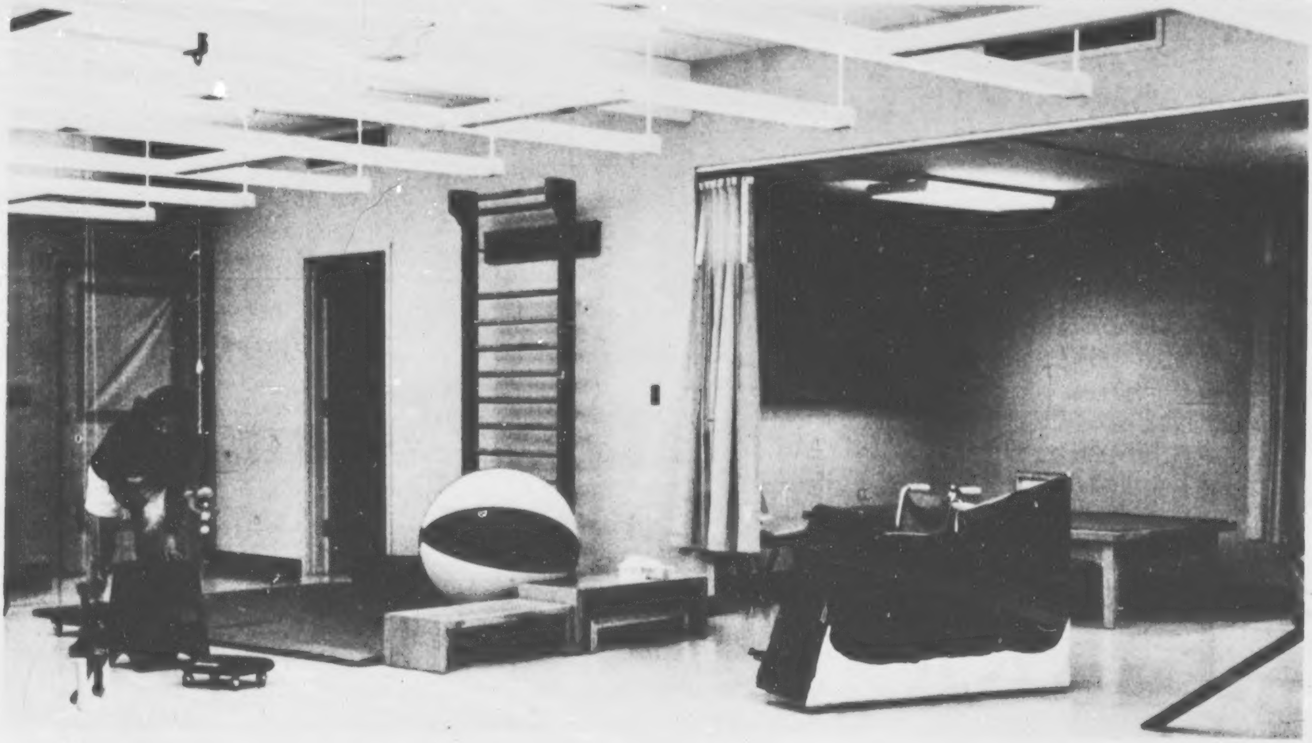
ORCHARD ELEMENTARY SCHOOL *Orthopedically Handicapped*


apparatus
movable practice stair
folding partition
apparatus
treatment alcove
treatment alcove
PHYSICAL THERAPY
OCCUPATIONAL THERAPY
climbing ropes
woodworking
training bath
MULTI-PURPOSE ROOM
dress
dress
conference
staff & therapists
movable kit. unit
kitchen
PLATFORM
stor
nurse
brace
speech
PATIO
CONFERENCE & INSTRUCTION
work room
OFFICE
janitor
stor
ramp
CORRIDOR
OFFICE
storage
girls
vest
boys
storage
apparatus & equipment
apparatus & equipment
PRE-SCHOOL & KINDERGARDEN
mechanical
PRIMARY CLASSROOM
PRIMARY CLASSROOM
INTERMEDIATE CLASSROOM
UPPER CLASSROOM
girls
girls
dress
vest
boys
boys
plan
5
10
15
N

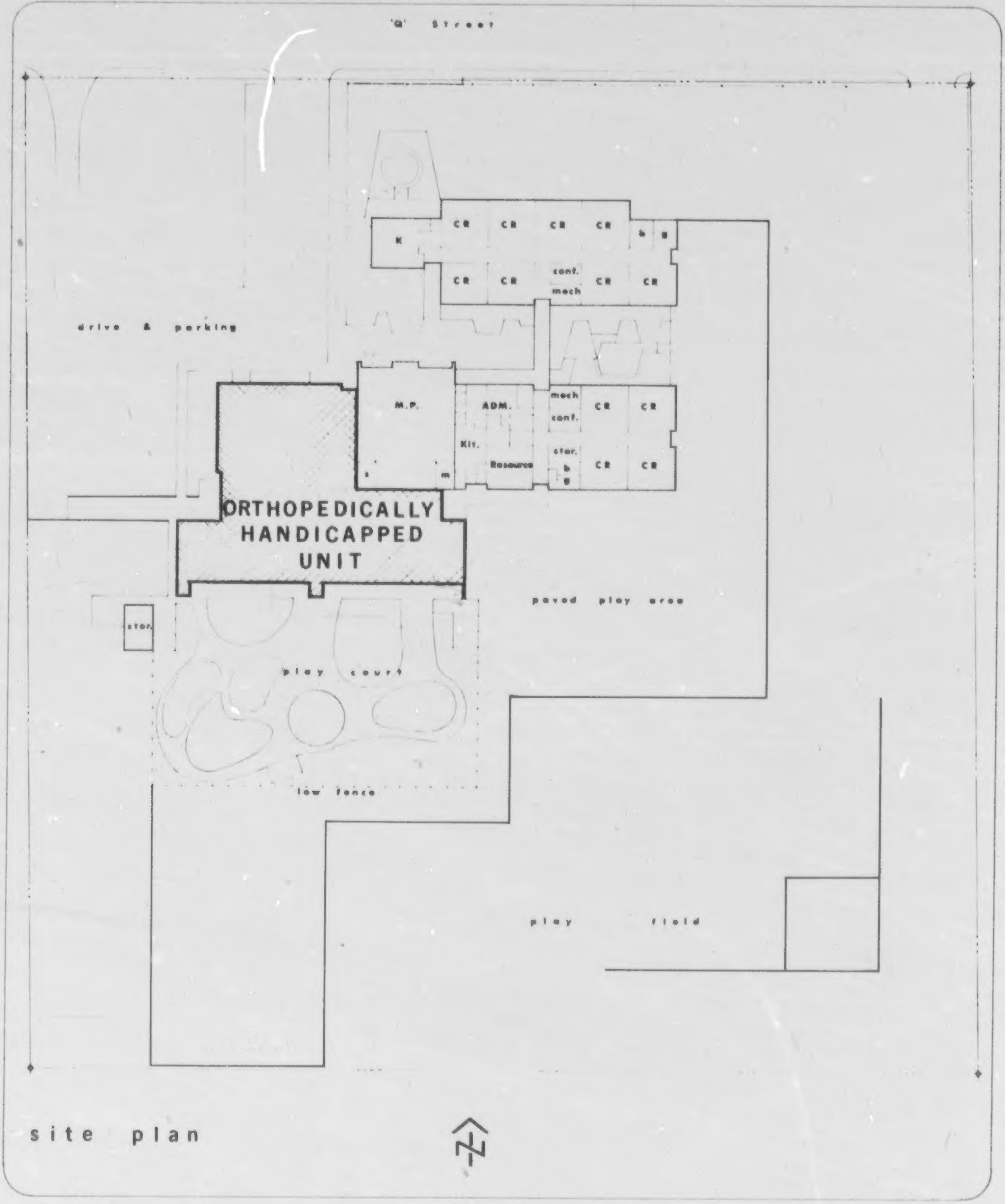
Facility Design

Orchard School was constructed in two steps. The portion designed for nonhandicapped pupils was built in 1964, and additional facilities to serve orthopedically handicapped children were constructed in 1965. Adjustable tables and plentiful floor space allow wheelchair pupils freedom of movement so that they may participate in a variety of educational activities. An interior lighting system provides evenly balanced light, and a generous supply of windows creates a pleasant indoor-outdoor effect.


pvh lighting fixtures
folding partitions
glu-lam beams
duct
brick veneer
chalkboard
corridor
duct
boys
nurse
staff
work counter
high windows
movable units
PRIMARY CLASSROOM
OCCUPATIONAL THERAPY CLASSROOM
section



ORCHARD ELEMENTARY SCHOOL *Orthopedically Handicapped*


'Q' Street
K
CR
CR
CR
CR
b
g
CR
CR
conf.
mech
CR
CR
drive & parking
M.P.
ADM.
mech
conf.
CR
CR
Kit.
stor.
Resource
b
g
CR
CR
ORTHOPEDICALLY HANDICAPPED UNIT
paved play area
stor.
play court
low fence
play field
N

site plan

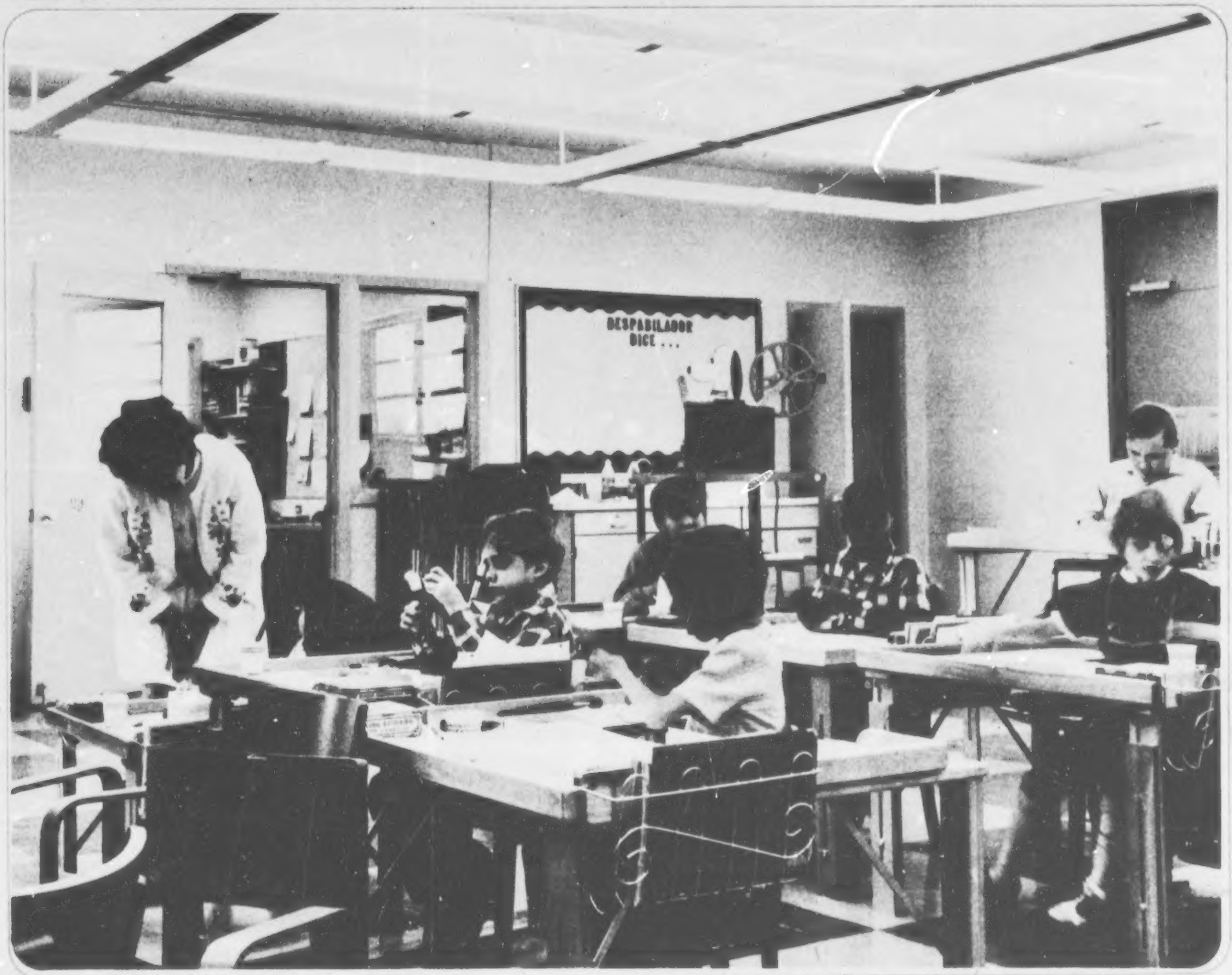
PARK VIEW ELEMENTARY SCHOOL

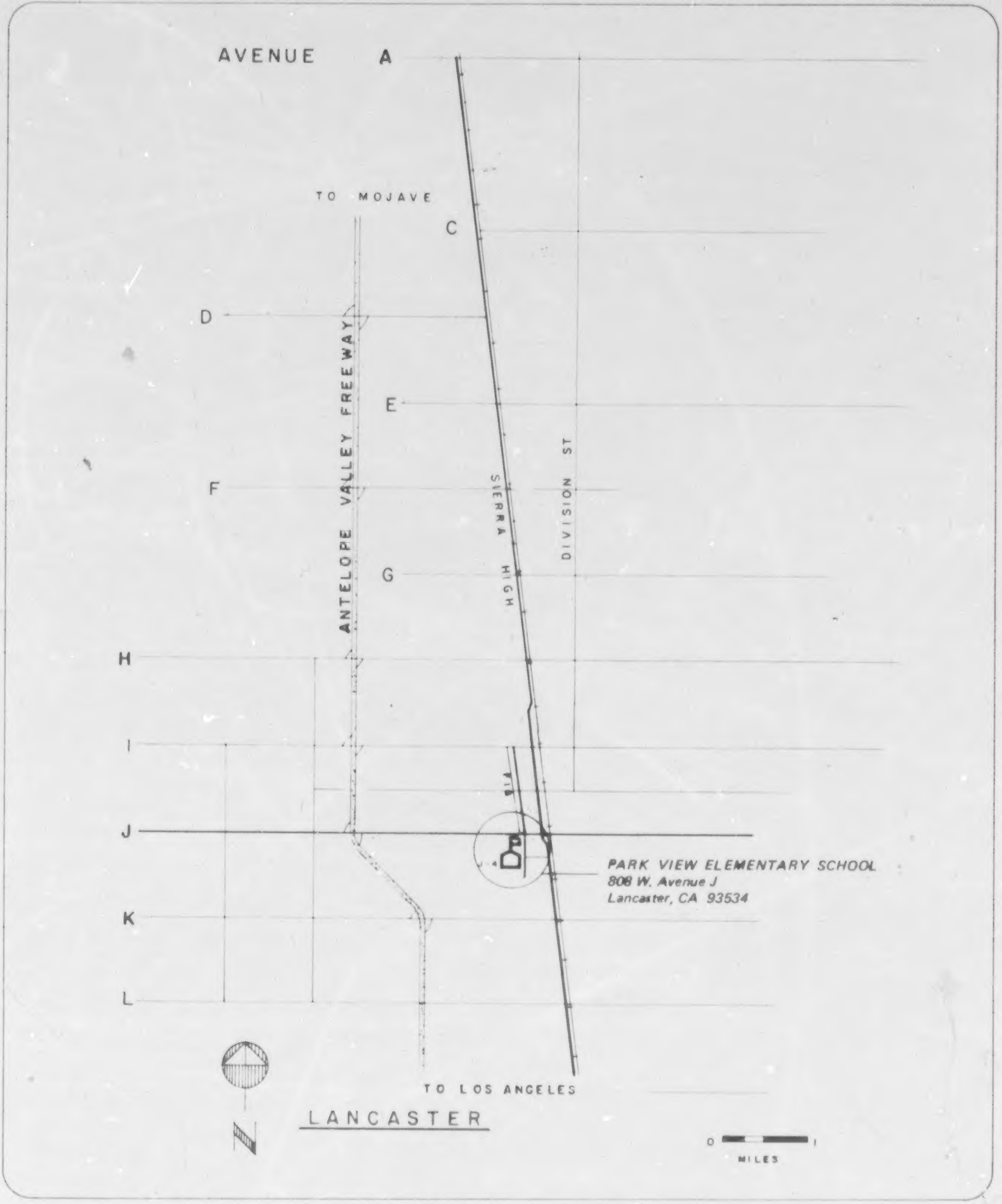
Lancaster Elementary School District
Bruce C. Newlin, Superintendent
Dwight J. Stapley, Principal

Architect: Donley, Bundy & Associates
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 24

Educational Program

The facility for orthopedically handicapped children at Park View Elementary School operates in conjunction with the regular elementary school program there. The facility will ultimately have the capacity to house approximately 72 pupils. Outdoor play areas are conveniently arranged for ready access. Parking and bus loading areas are integrated to simplify transporting pupils to and from school.




AVENUE A
TO MOJAVE
C
D
E
F
G
H
I
J
K
L
ANTELOPE VALLEY FREEWAY
SIERRA HIGH
DIVISION ST
PARK VIEW ELEMENTARY SCHOOL
808 W. Avenue J
Lancaster, CA 93534
TO LOS ANGELES
LANCASTER
N
0
1
MILES

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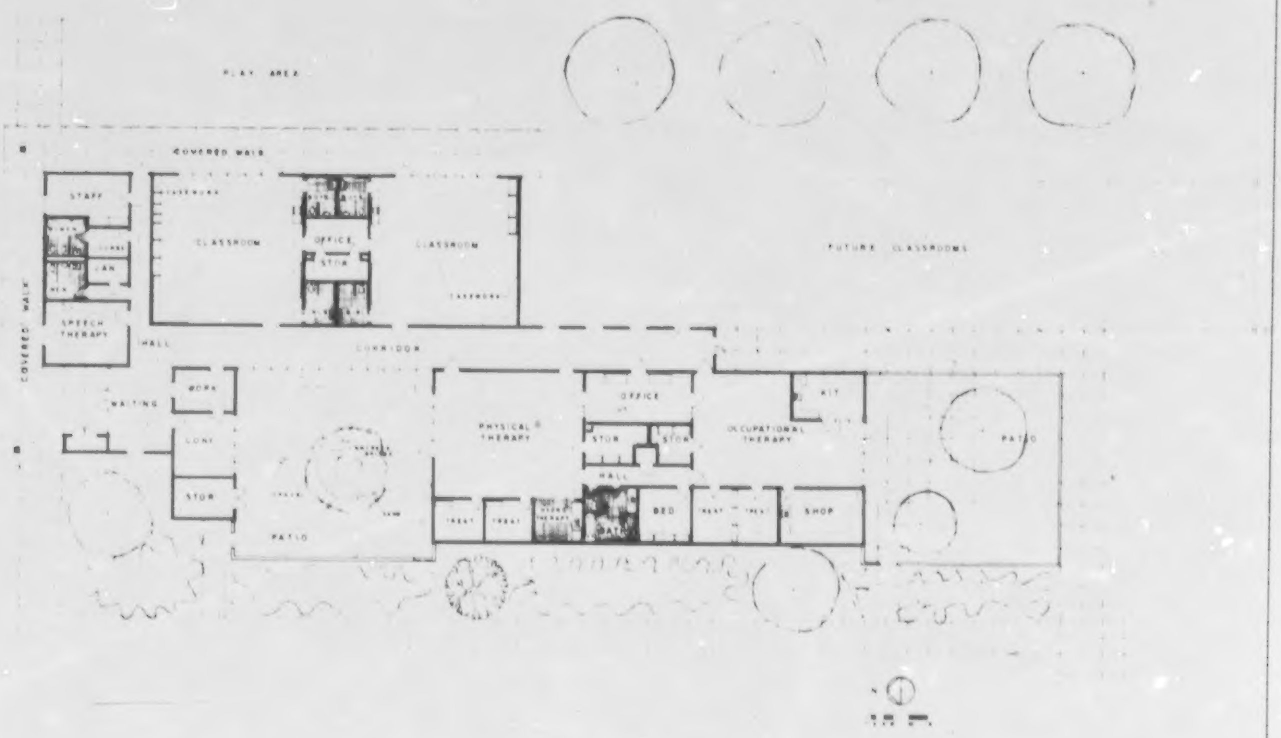
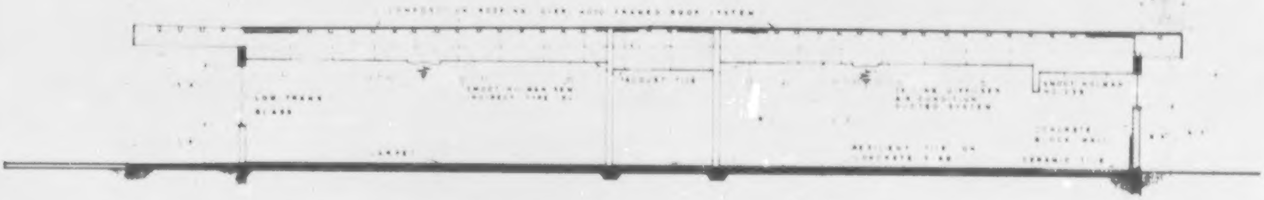
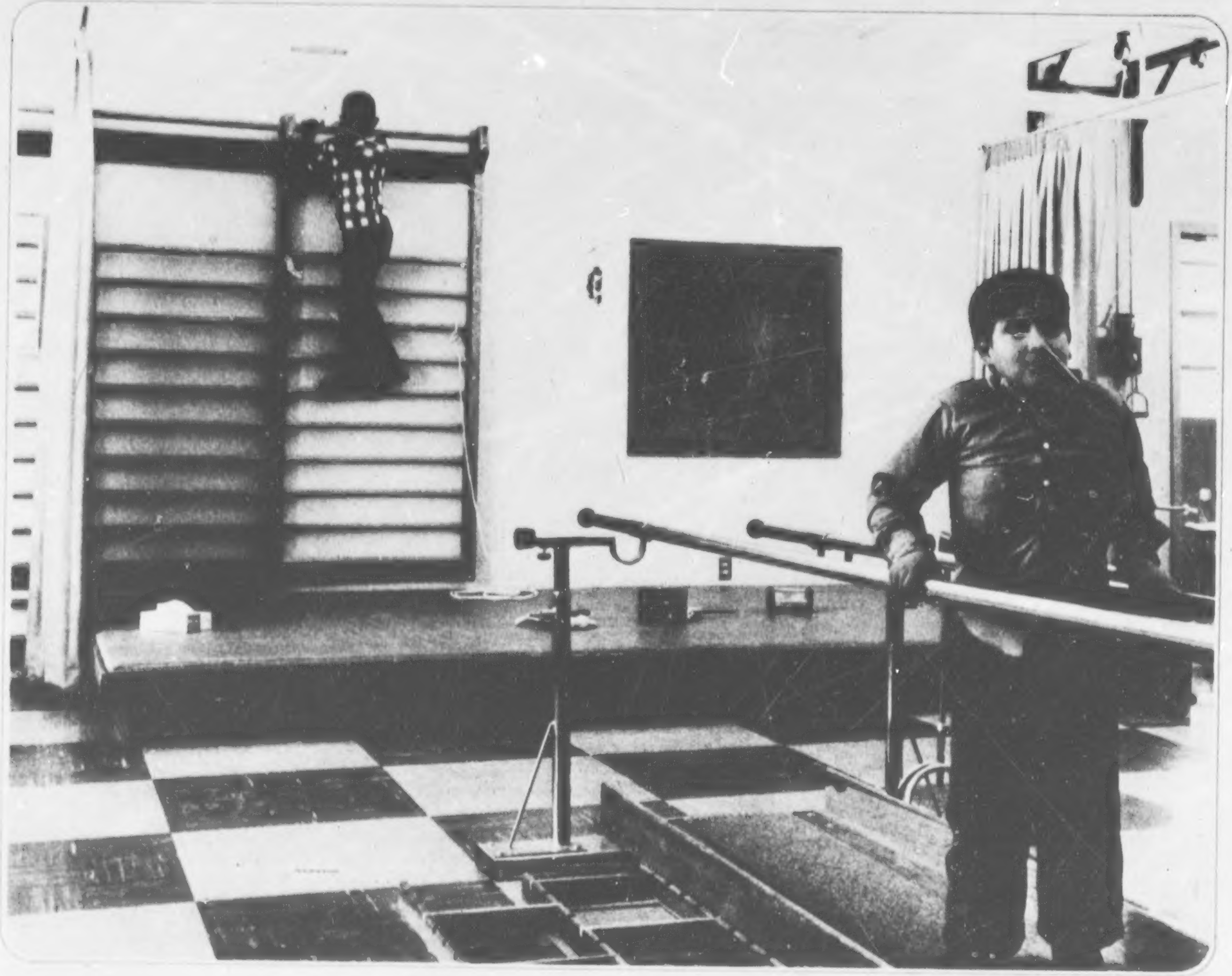
PARK VIEW ELEMENTARY SCHOOL *Orthopedically Handicapped*


PLAY AREA
COVERED WALK
STAFF
WOMEN
JAN
MEN
SPEECH THERAPY
COVERED WALK
CLASSROOM
OFFICE
STOR
CLASSROOM
FUTURE CLASSROOMS
HALL
CORRIDOR
WORK
WAITING
CONF
STOR
PATIO
PHYSICAL THERAPY
OFFICE
STOR
STOR
HALL
TREAT
TREAT
HYDRO THERAPY
BATH
BED
TREAT
TREAT
SHOP
OCCUPATIONAL THERAPY
KIT
PATIO


LOW TRANS GLASS
CARPET
CONCRETE BLOCK WALL
RESILIENT TILE ON CONCRETE SLAB
CERAMIC TILE

Facility Design

The building that houses the orthopedically handicapped program is of informal character to establish a reassuring atmosphere for the pupils. A centralized, protected corridor area provides access to all areas of the school. Interior spaces and window areas provide visitors facilities to view outdoor, landscaped play years. The building is completely air conditioned, and sun-shielding devices extending from the roof over window areas serve as protection against high summer temperatures.



PARK VIEW ELEMENTARY SCHOOL *Orthopedically Handicapped*

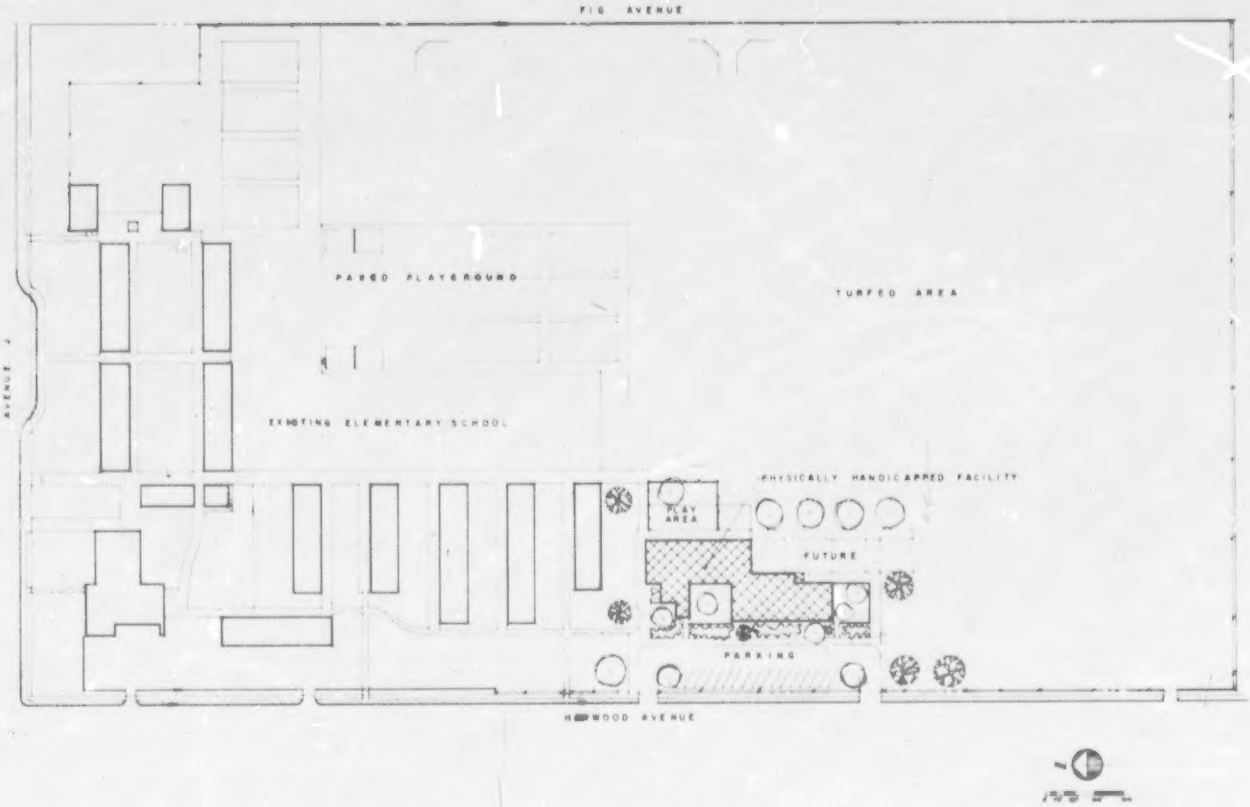
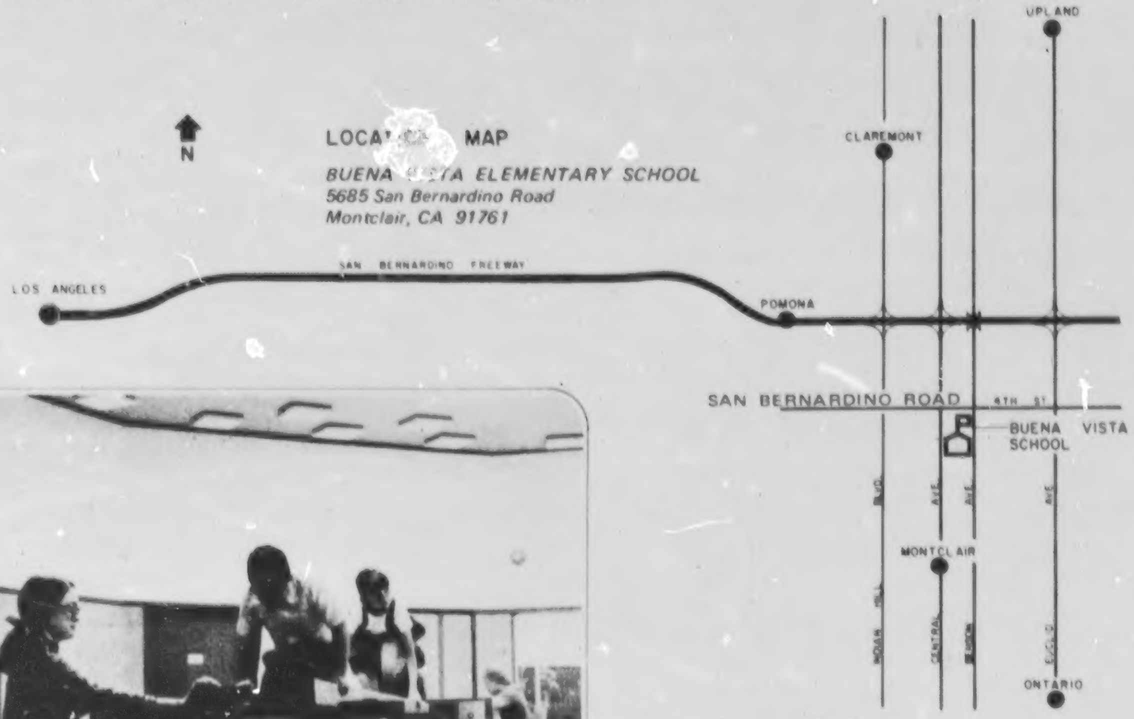


FIG AVENUE
PAVED PLAYGROUND
TURFED AREA
AVENUE J
AVENUE J-4
EXISTING ELEMENTARY SCHOOL
PHYSICALLY HANDICAPPED FACILITY
PLAY AREA
FUTURE
PARKING
H[illegible]WOOD AVENUE

BUENA VISTA ELEMENTARY SCHOOL

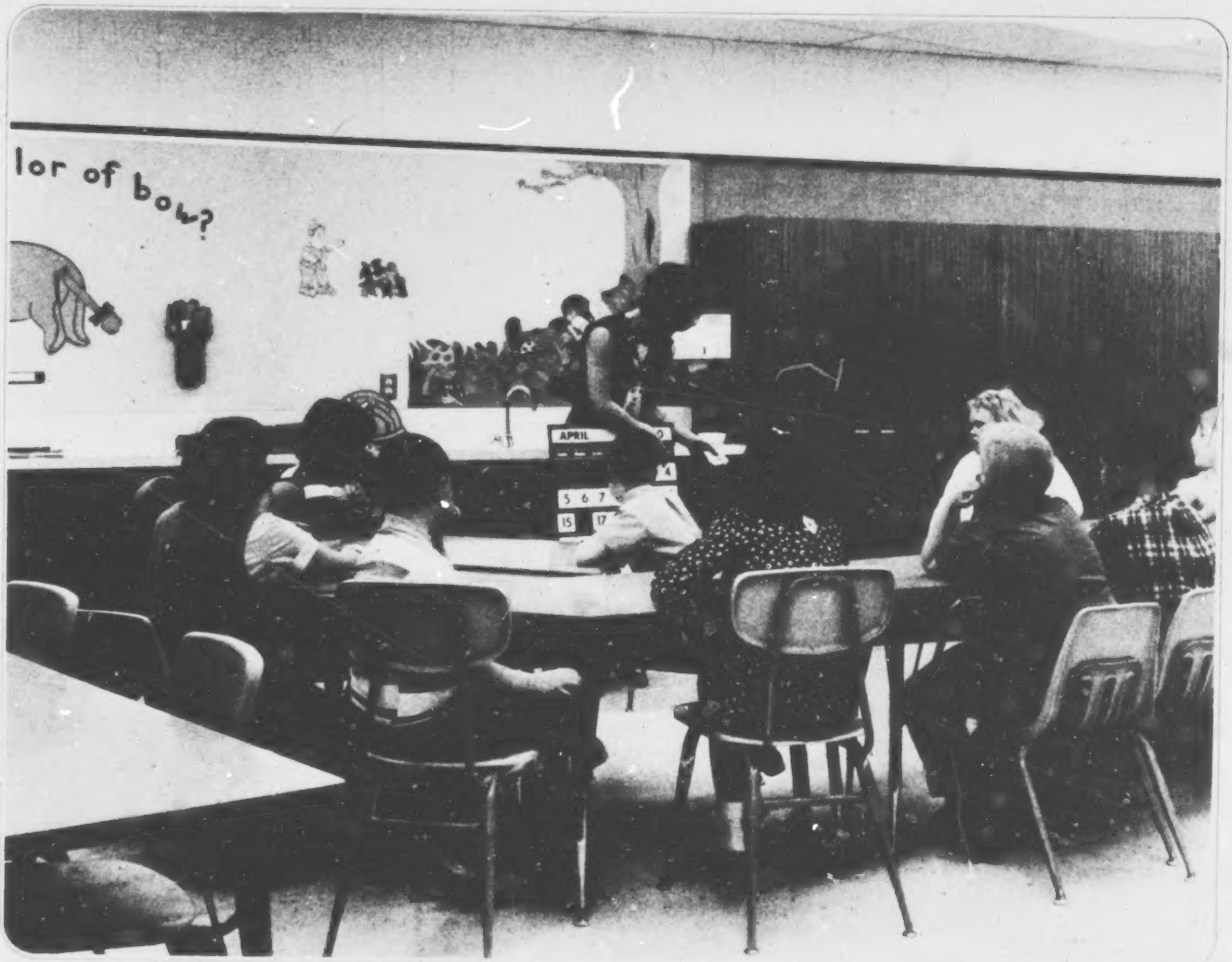
Ontario-Montclair Elementary School District
Jack J. Jones, Superintendent
Irene McAdoo, Principal

Architect: Harnish, Morgan & Causey
Field representative: Darrell H. Slocum
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: Four through fifteen years
Maximum capacity of building: 108


N
LOCAT[illegible] MAP
BUENA [illegible]STA ELEMENTARY SCHOOL
5685 San Bernardino Road
Montclair, CA 91761
LOS ANGELES
SAN BERNARDINO FREEWAY
POMONA
UPLAND
CLAREMONT
SAN BERNARDINO ROAD
4TH ST
BUENA VISTA SCHOOL
INDIAN HILL BLVD
CENTRAL AVE
BENSON AVE
EUCLID AVE
MONTCLAIR
ONTARIO

Educational Program

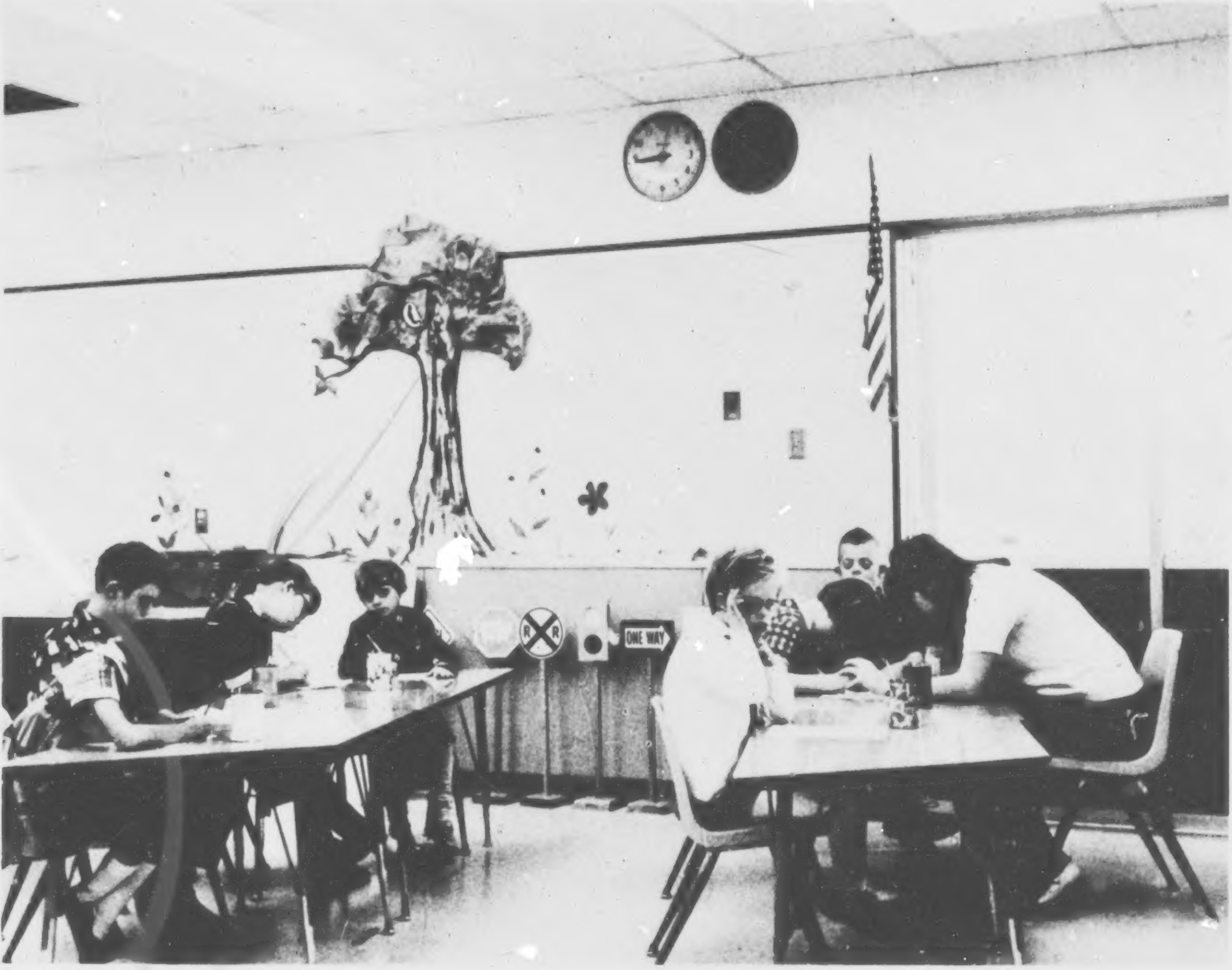
The Buena Vista School is a center for the trainable mentally retarded (TMR) with six teaching stations. The school's primary objective is to teach students skills that will help them to function successfully in the home and in the community. Training is provided in language development, customs and manners, social adjustment, self-care, physical development, and arts and crafts.

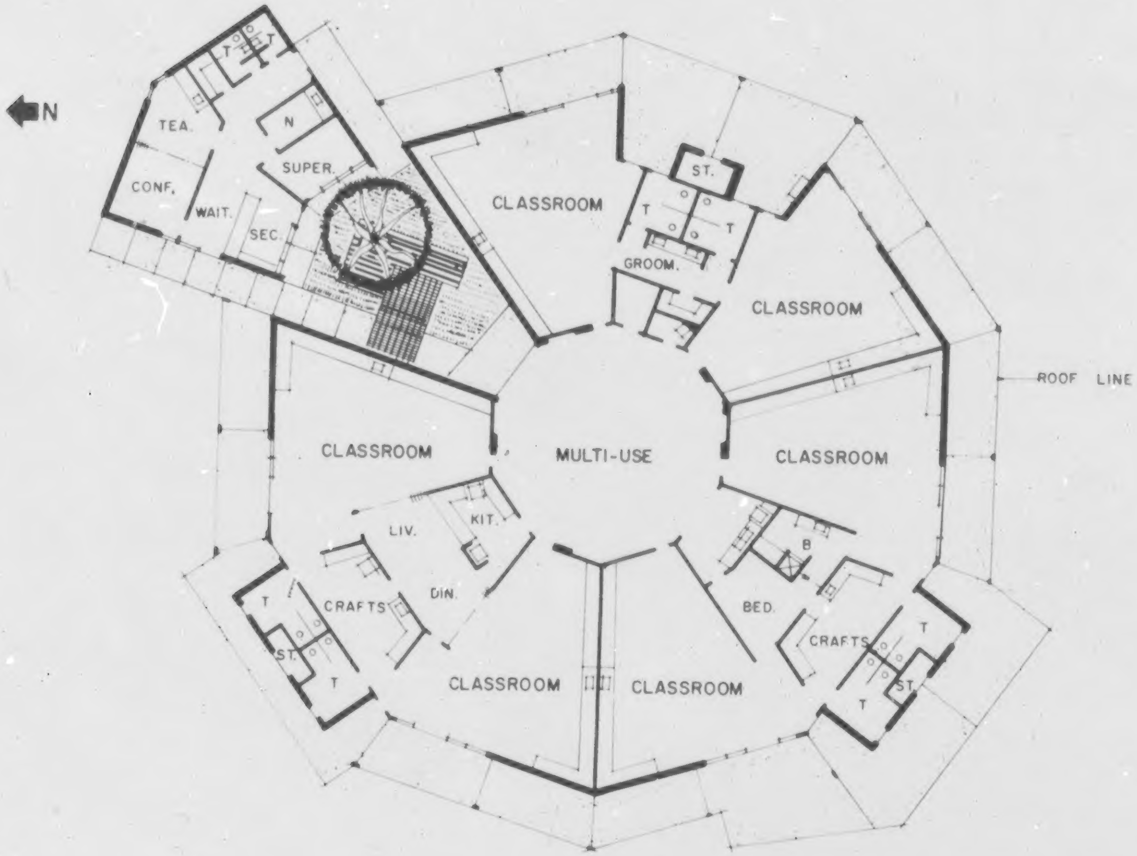


Facility Design

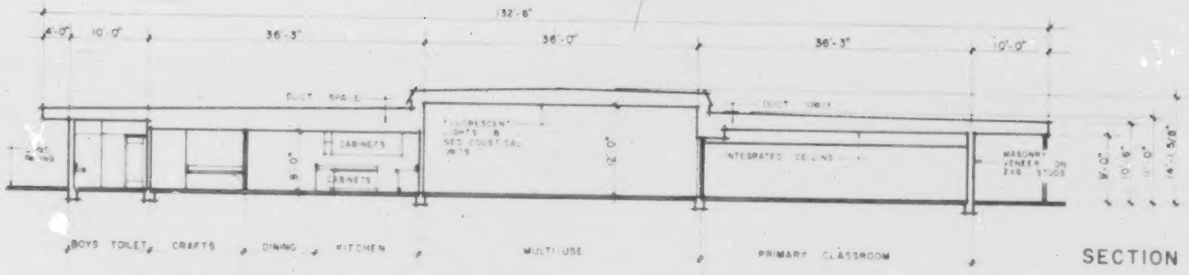
Buena Vista Elementary School consists of a single building with six classrooms grouped around a multipurpose classroom. There are two separate outside activity areas on either side of the building. The school is carpeted and air conditioned throughout. There is a training kitchen and a simulated living room and bedroom area to be used in connection with instruction in personal health care and simple duties pertaining to home life.

The multipurpose classroom is used for those activities that cannot be carried on in the classroom. It serves as an extension of the classrooms and the other learning centers to provide extra space for coordination training and motor development as well as for instruction in academically oriented subjects.



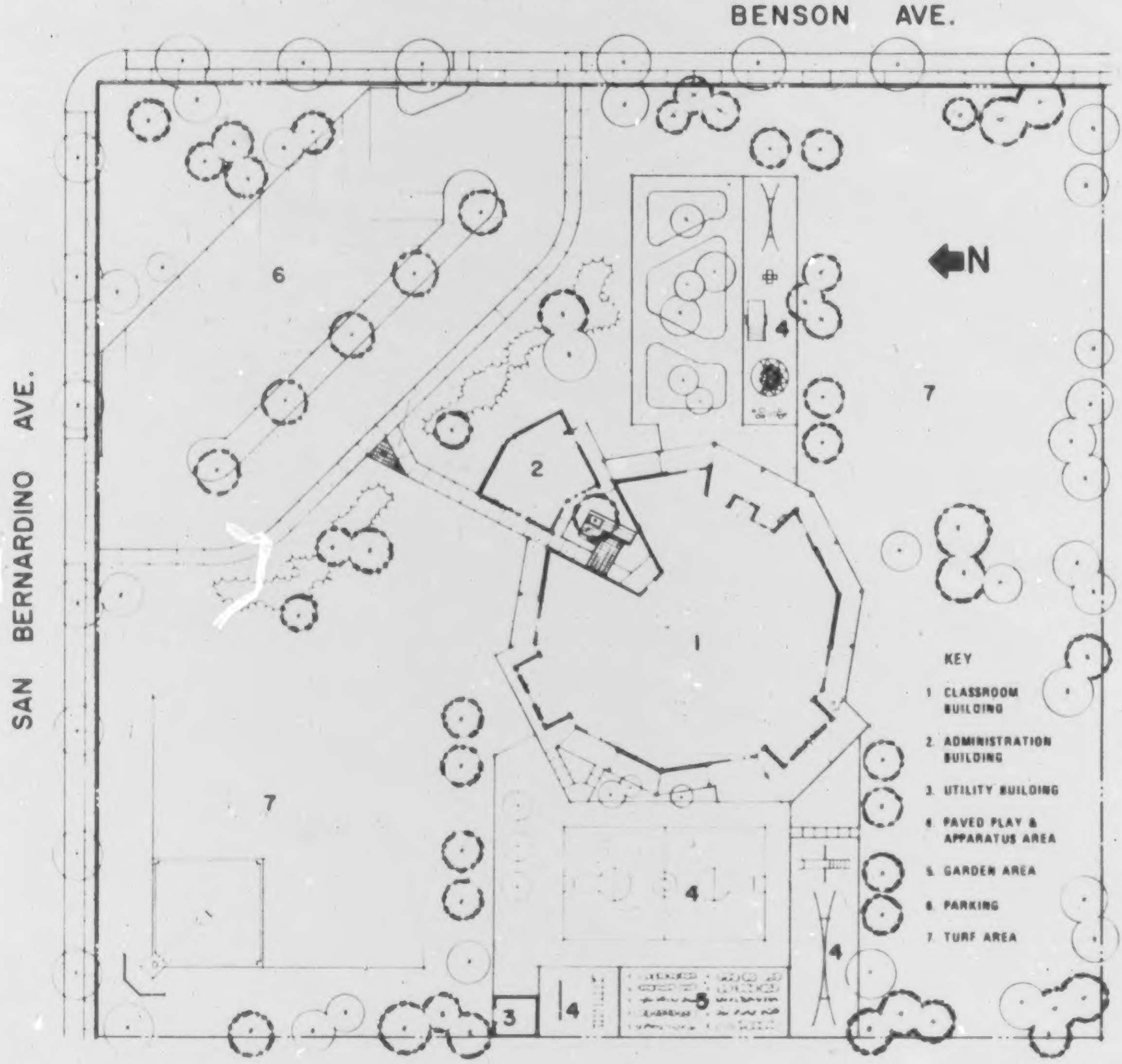

N
T
T
TEA.
N
SUPER.
CONF.
WAIT.
SEC.
CLASSROOM
ST.
T
T
GROOM.
CLASSROOM
ROOF LINE
CLASSROOM
MULTI-USE
CLASSROOM
LIV.
KIT.
B
DIN.
BED.
T
CRAFTS
CRAFTS
T
ST.
ST.
T
T
CLASSROOM
CLASSROOM

PLAN


132'-6"
4'-0"
10'-0"
36'-3"
36'-0"
36'-3"
10'-0"
DUCT SPACE
DUCT SPACE
FLUORESCENT LIGHTS & SEC. COUSTICAL UNITS
CABINETS
CABINETS
9'-0"
12'-0"
INTEGRATED CEILING
MASONRY VENEER ON 2x6 STUDS
9'-0"
10'-6"
11'-0"
14'-1 5/8"
BOYS TOILET
CRAFTS
DINING
KITCHEN
MULTI-USE
PRIMARY CLASSROOM

SECTION

BEST COPY AVAILABLE

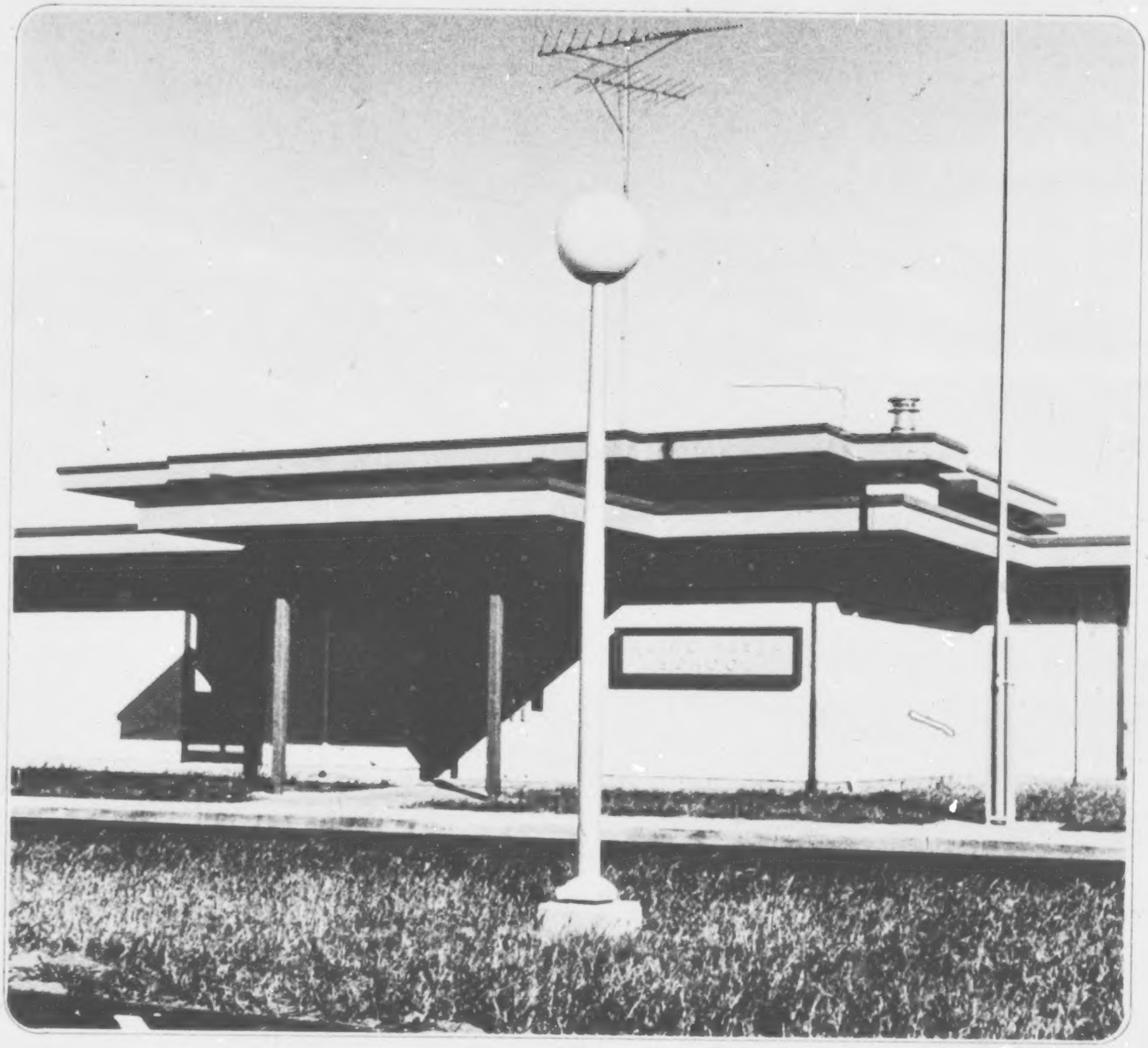

BENSON AVE.
SAN BERNARDINO AVE.
N
1
2
3
4
4
4
4
5
6
7
7
KEY
1 CLASSROOM BUILDING
2 ADMINISTRATION BUILDING
3 UTILITY BUILDING
4 PAVED PLAY & APPARATUS AREA
5 GARDEN AREA
6 PARKING
7 TURF AREA

SITE PLAN

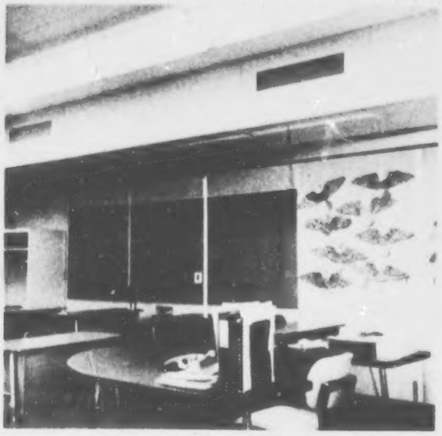
BUTTE VISTA SCHOOL

Office of the Sutter County Superintendent of Schools
William E. Robinson, Superintendent
Mrs. Leona Van Antwirp, Principal

Architect: Gillett, Harris, Duranceau, and Associates
Field representative: Claude M. Rupel
Source of funding: County General Fund
Date building first occupied: 1969
Age range of pupils: Twelve through seventeen years
Maximum capacity of building: 48



BUTTE VISTA SCHOOL *Trainable Mentally Retarded*



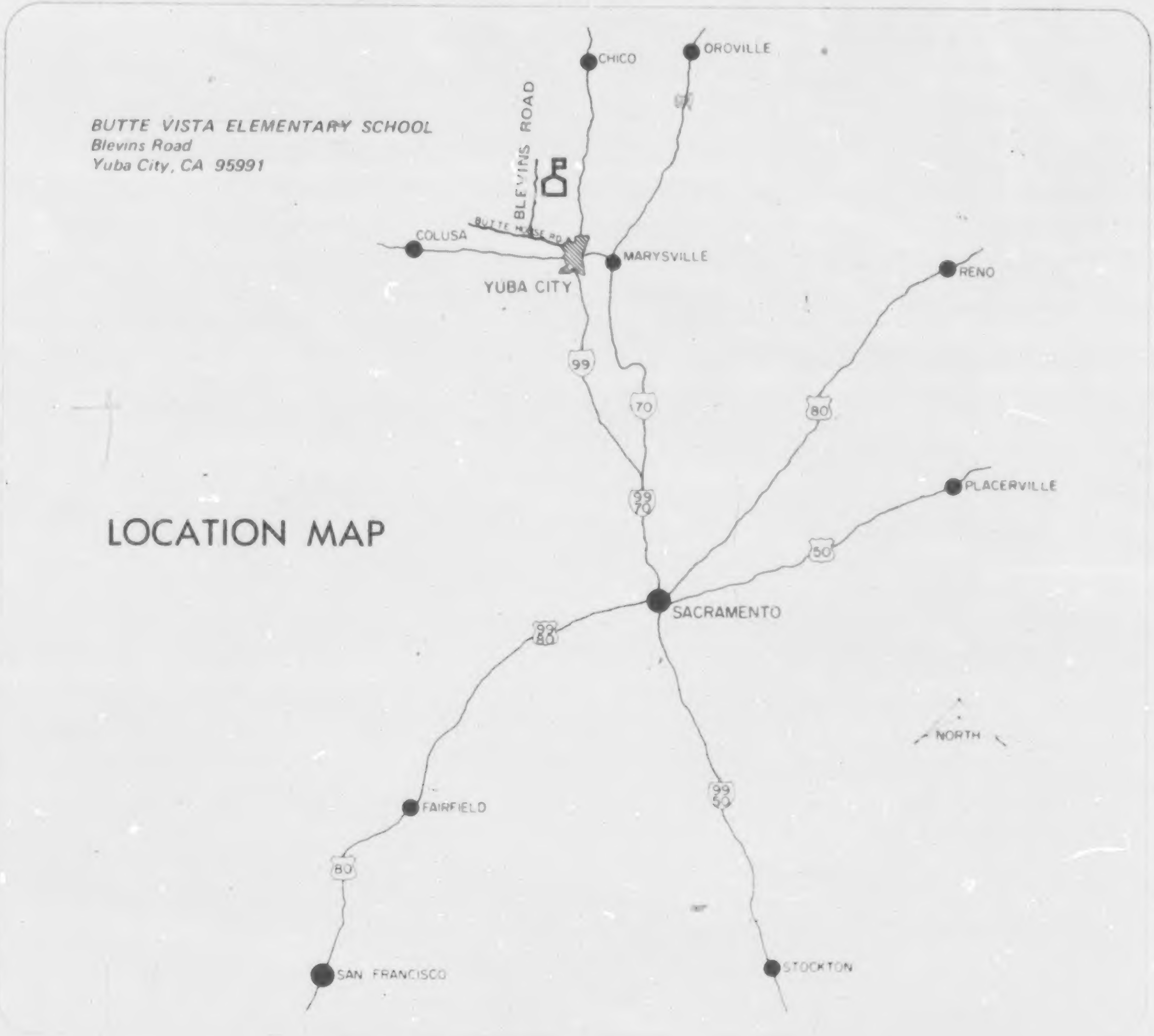
Educational Program

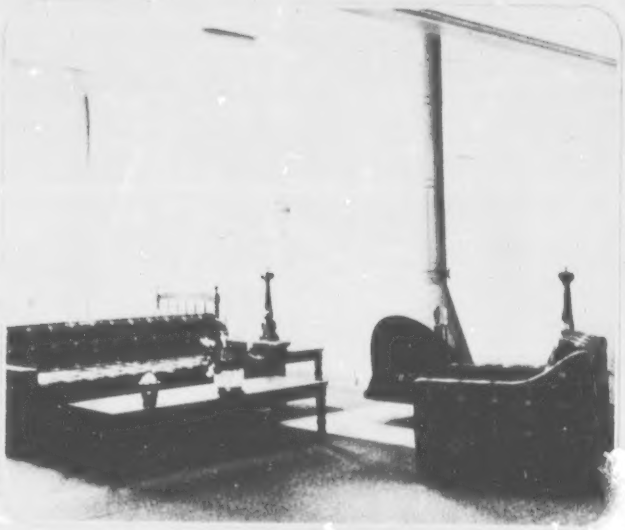
Butte Vista School was designed to meet the educational needs of upper-grade TMR children from all areas of Sutter County. The school's program emphasizes training in homemaking skills, sewing, art, shop skills, and grooming and hygiene.

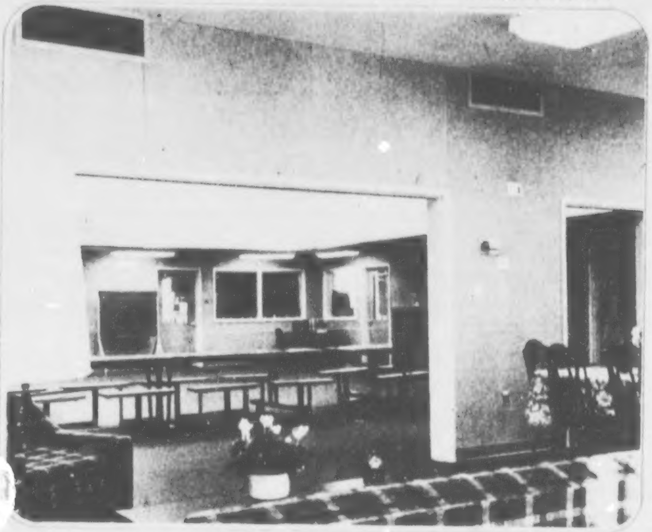
The program features much self-help and interchanging of students. Although it is not possible to integrate the TMR students into a regular school program because of the location of this school, some of the older students do participate in a "sheltered workshop" program on another site.

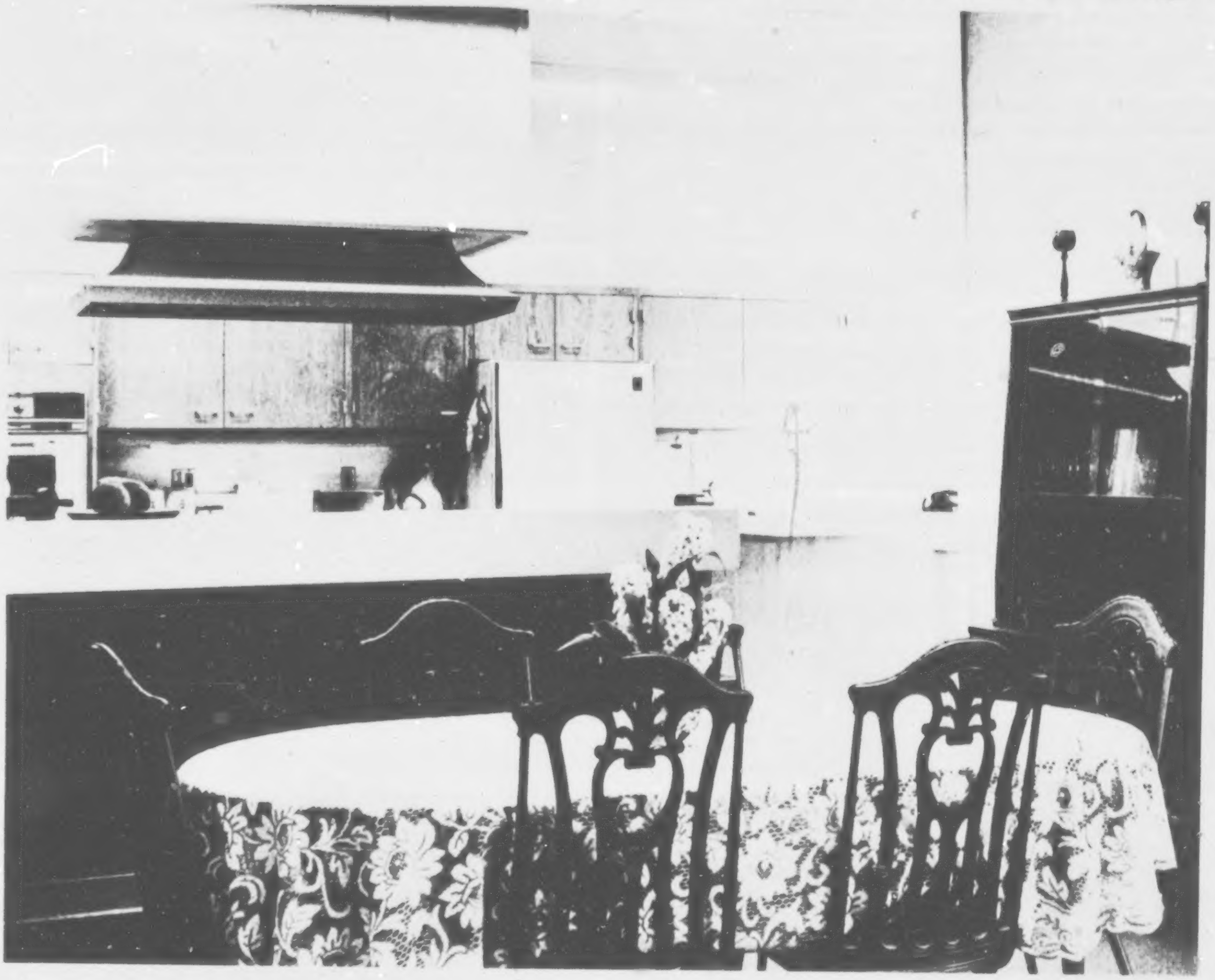
LOCATION MAP

BUTTE VISTA ELEMENTARY SCHOOL
Blevins Road
Yuba City, CA 95991


CHICO
OROVILLE
BLEVINS ROAD
BUTTE HOUSE RD
COLUSA
YUBA CITY
MARYSVILLE
RENO
99
70
80
99 70
PLACERVILLE
50
SACRAMENTO
99 80
NORTH
FAIRFIELD
99 50
80
SAN FRANCISCO
STOCKTON







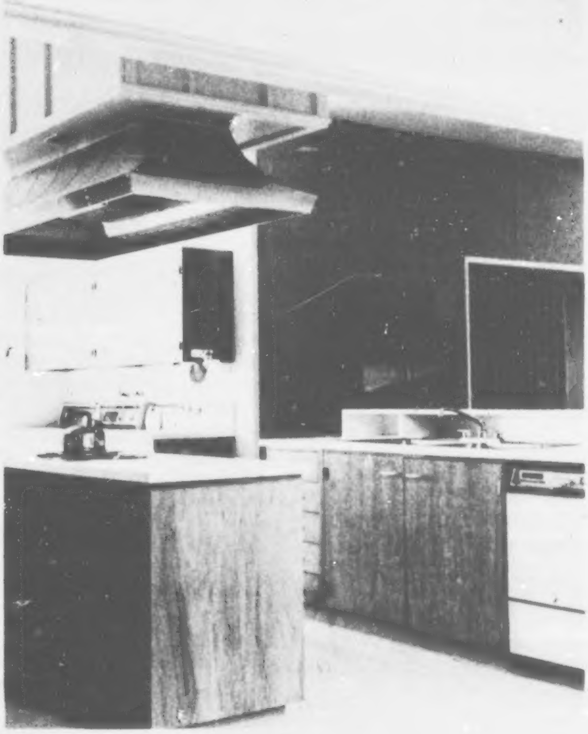
Facility Design

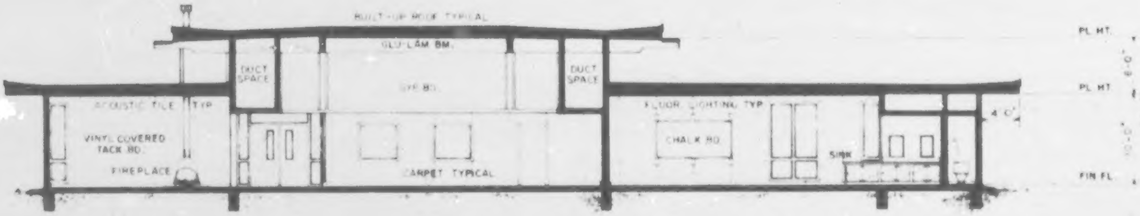
Among the general features of the school building are flourescent lighting, zoned heating and air conditioning, carpets, floor to ceiling vinyl tackboards, acoustic tile, adjustable chalkboards, plexiglass windows, and intercom and speaker systems.

The facility includes a homemaking area consisting of a kitchen, a utility room, a dining room, a living room, and a bathroom and bedroom area. Classrooms are designed to accommodate specialized activities, such as sewing and art and shop projects.

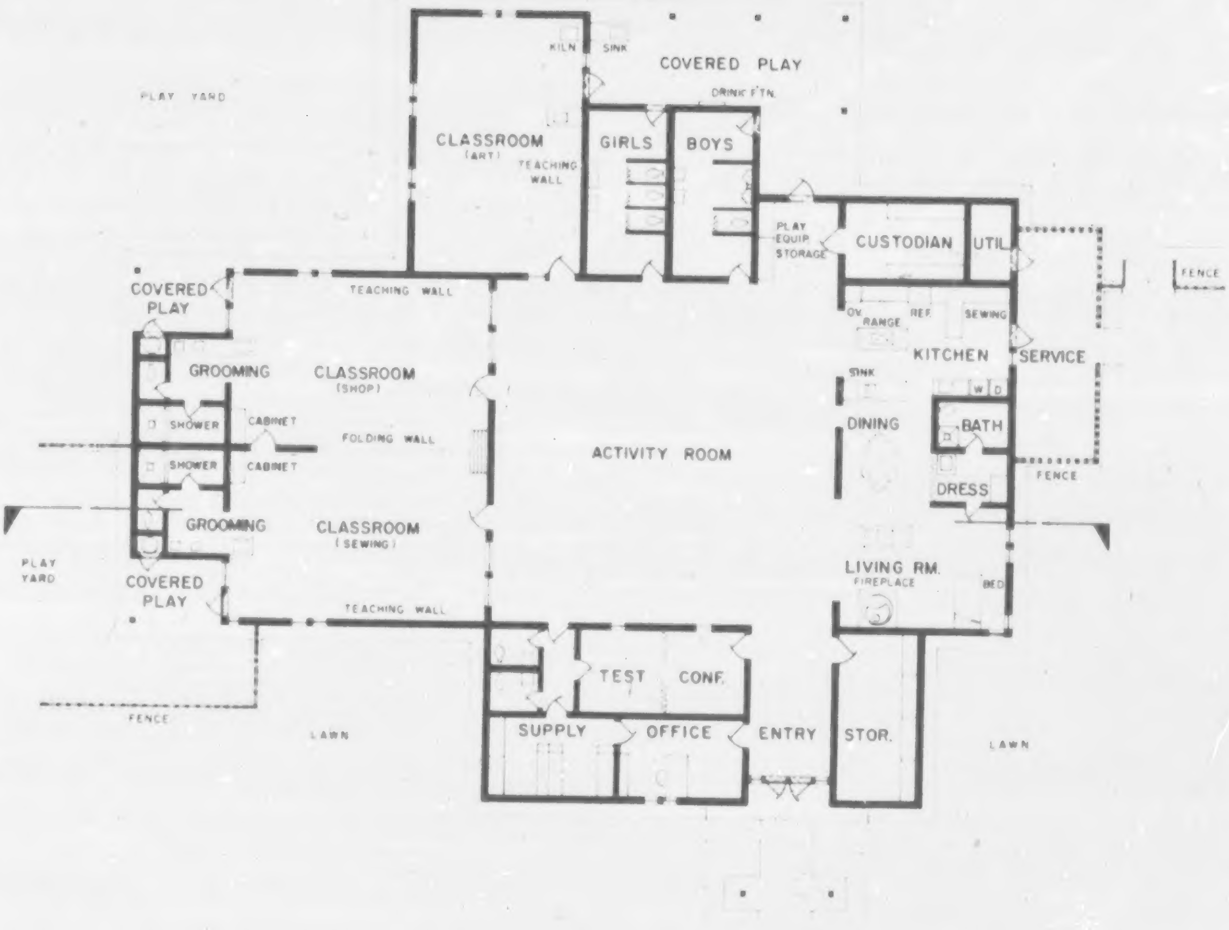
Boys' and girls' grooming areas feature separate toilet and shower rooms.

Visual access between a central activity room and all the other major rooms in the school and between the rooms and outdoor areas conveys an open feeling and ensures ease of supervision.

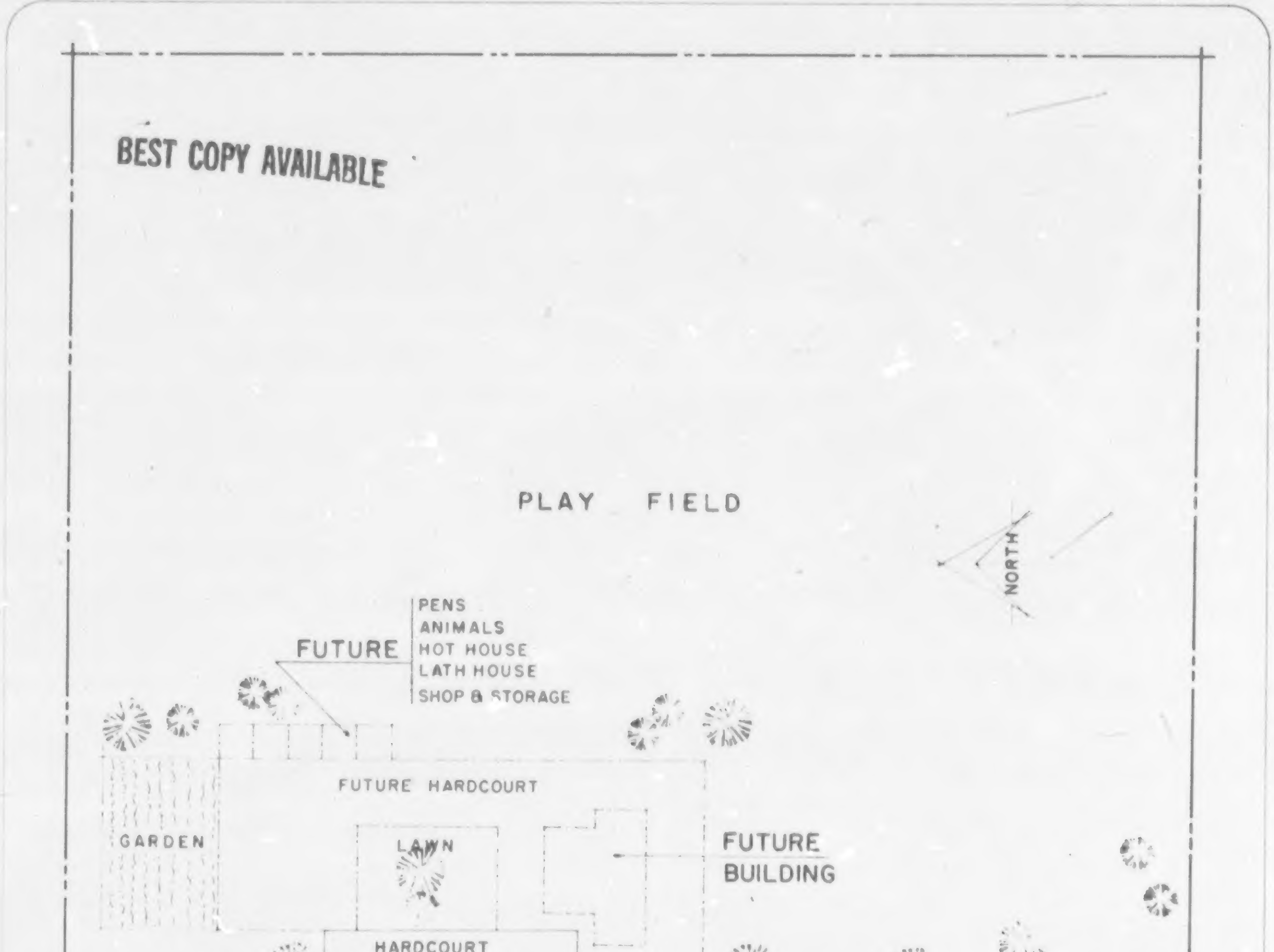



BUILT-UP ROOF TYPICAL
GLU-LAM BM.
DUCT SPACE
TYP BD.
DUCT SPACE
ACOUSTIC TILE TYP
VINYL COVERED TACK BD.
FIREPLACE
CARPET TYPICAL
FLOOR LIGHTING TYP
CHALK BD
SINK
4'-0"
PL HT.
PL HT.
FIN FL.

SECTION


KILN
SINK
COVERED PLAY
DRINK FTN.
PLAY YARD
CLASSROOM
(ART)
TEACHING WALL
GIRLS
BOYS
PLAY EQUIP. STORAGE
CUSTODIAN
UTIL.
FENCE
COVERED PLAY
TEACHING WALL
OV.
RANGE
REF.
SEWING
GROOMING
CLASSROOM
(SHOP)
KITCHEN
SERVICE
SINK
SHOWER
CABINET
FOLDING WALL
DINING
W
D
BATH
SHOWER
CABINET
ACTIVITY ROOM
FENCE
DRESS
GROOMING
CLASSROOM
(SEWING)
PLAY YARD
COVERED PLAY
LIVING RM.
FIREPLACE
BED
TEACHING WALL
TEST
CONF.
FENCE
LAWN
SUPPLY
OFFICE
ENTRY
STOR.
LAWN

PLAN

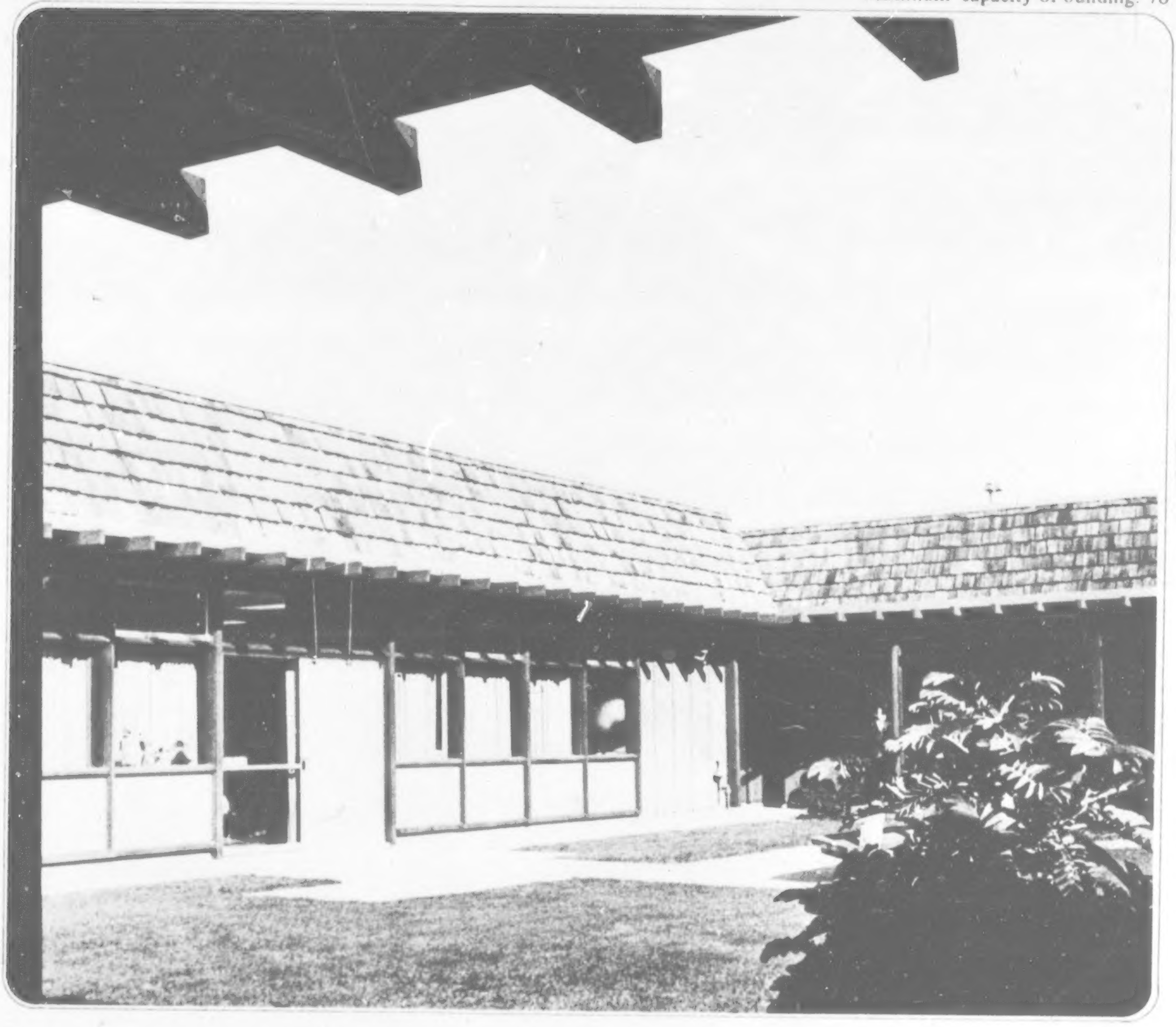

PLAY FIELD
NORTH
FUTURE
PENS
ANIMALS
HOT HOUSE
LATH HOUSE
SHOP & STORAGE
FUTURE HARDCOURT
GARDEN
LAWN
FUTURE BUILDING
HARDCOURT
FENCE
LAWN
SCHOOL
UTILITY YARD
YARD
FLAG
BUS LOADING
LAWN
LAWN
PARKING
BLEVIN ROAD
100 80 60 40 20 0

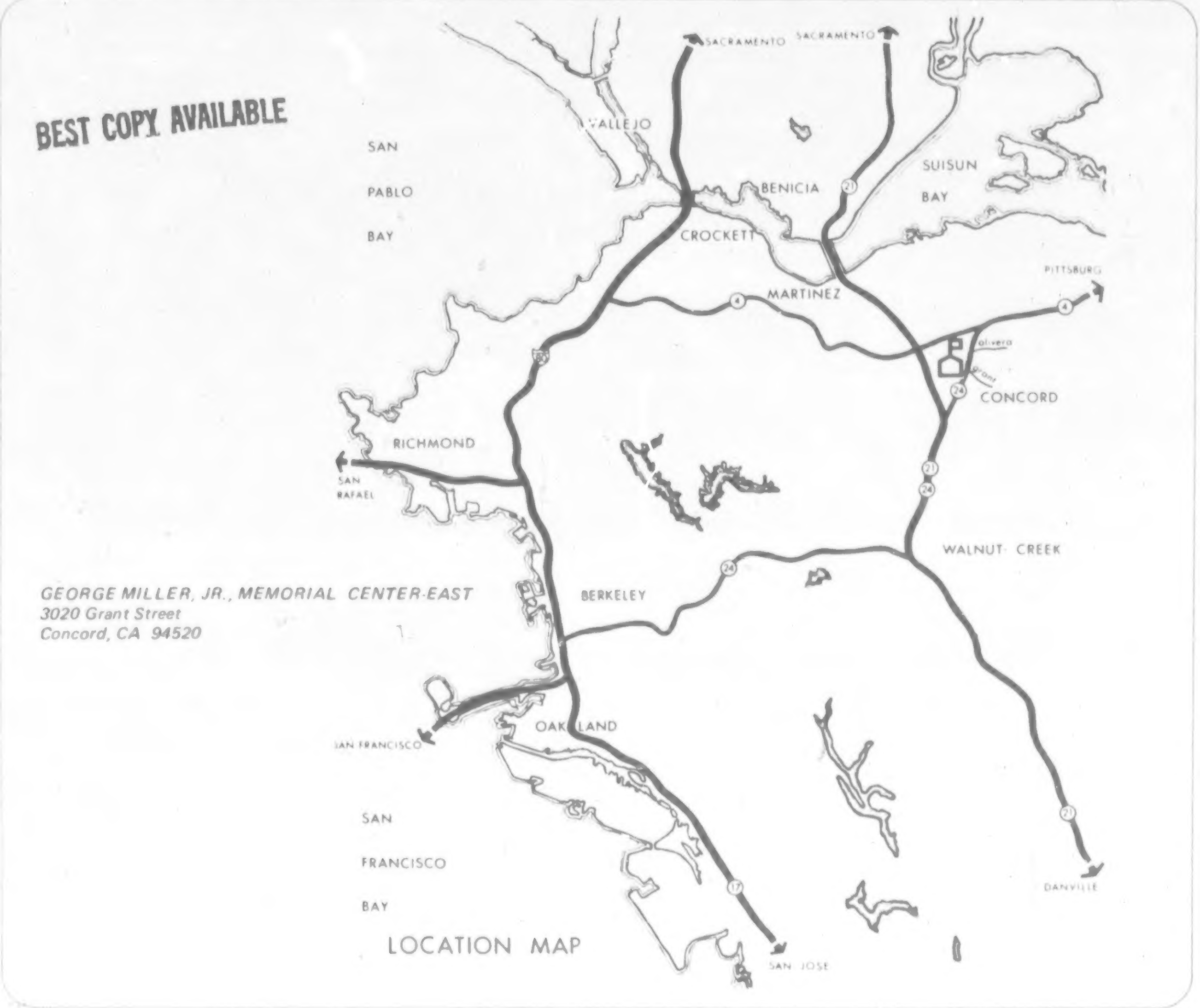
SITE

GEORGE MILLER, JR., MEMORIAL CENTER-EAST

Office of the Contra Costa County Superintendent of Schools
Floyd Marchus, Superintendent
Mrs. Georgia Thomas, Principal

Architect: State Office of Architecture and Construction
Field representative: Albert L. Kempton
Source of funding: Short-Doyle Act, County General Fund, State School Building Aid
Date building first occupied: 1968
Age range of pupils: Three years through adult
Maximum capacity of building: 70




SACRAMENTO
SACRAMENTO
VALLEJO
SAN
PABLO
BAY
BENICIA
SUISUN
BAY
21
CROCKETT
PITTSBURG
4
MARTINEZ
4
80
al-vera
grant
24
CONCORD
RICHMOND
SAN
RAFAEL
21
24
WALNUT CREEK
24
BERKELEY
SAN FRANCISCO
OAKLAND
SAN
FRANCISCO
BAY
21
17
DANVILLE
SAN JOSE

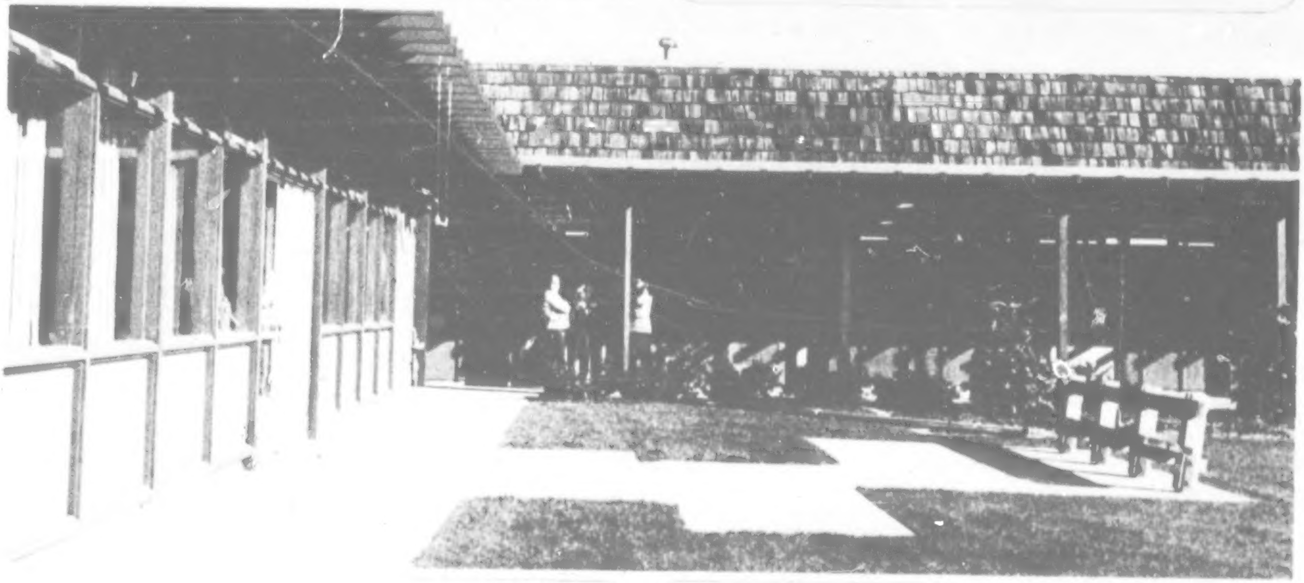
GEORGE MILLER, JR., MEMORIAL CENTER-EAST
3020 Grant Street
Concord, CA 94520

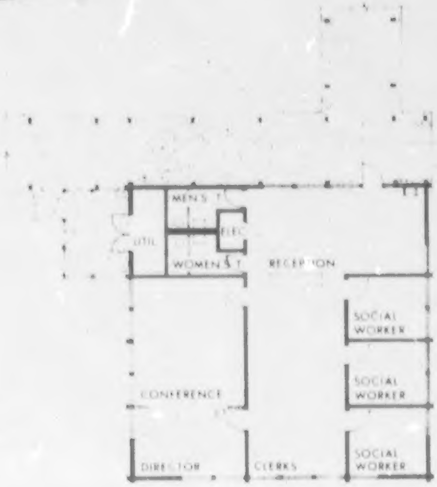
LOCATION MAP

Educational Program

The George Miller, Jr., Memorial Center serves 30 school-age children, 12 preschool children, and 16 adults. The adult-pupil ratio, excluding medical and therapy personnel, is one to three. Volunteers, members of the Neighborhood Youth Corps, and students from area colleges all help to make this ratio possible.

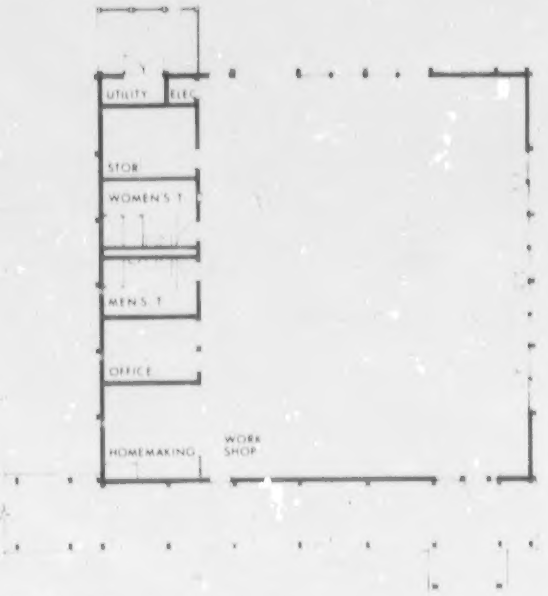
Learning activities cover the areas of arts and crafts, language, motor skills, dressing and body image, dramatic play, and cognitive skills. Pupils move from one activity to another every half hour. Feeding and toilet training are integral parts of the curriculum, and at least half of the children receive individual physical or occupational therapy. The entire program is based on team teaching methods.




MEN'S T
ELEC
UTIL
WOMEN'S T
RECEPTION
SOCIAL WORKER
SOCIAL WORKER
CONFERENCE
DIRECTOR
CLERKS
SOCIAL WORKER

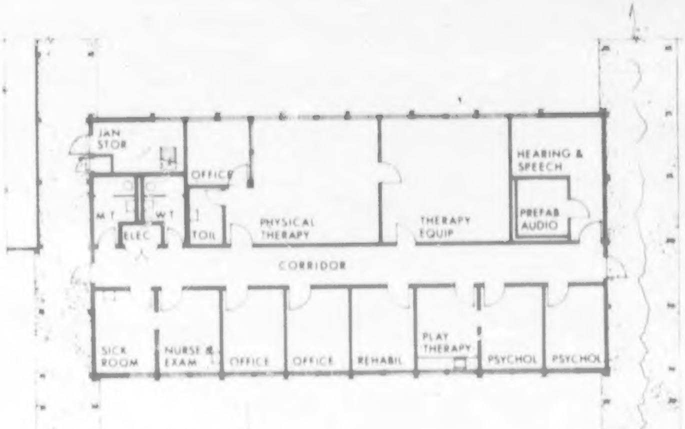
FLOOR PLAN

ADMINISTRATION


UTILITY
ELEC
STOR
WOMEN'S T
MEN'S T
OFFICE
HOMEMAKING
WORK SHOP

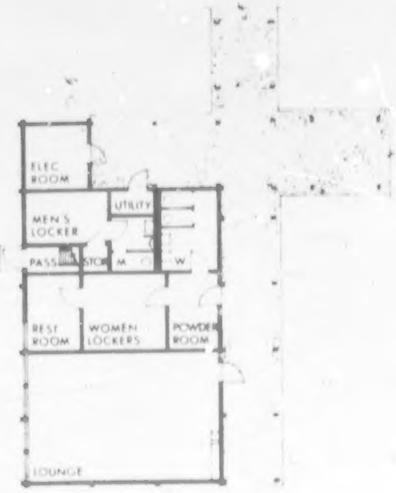
FLOOR PLAN

WORKSHOP ACTIVITY


JAN STOR
OFFICE
M T
W T
ELEC
TOIL
PHYSICAL THERAPY
THERAPY EQUIP
HEARING & SPEECH
PREFAB AUDIO
CORRIDOR
SICK ROOM
NURSE & EXAM
OFFICE
OFFICE
REHABIL
PLAY THERAPY
PSYCHOL
PSYCHOL

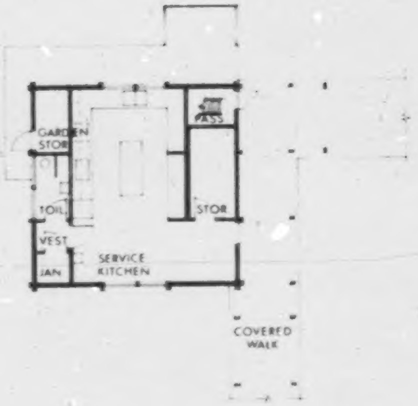
FLOOR PLAN

TREATMENT


ELEC ROOM
UTILITY
MEN'S LOCKER
PASS
STOR
M
W
REST ROOM
WOMEN LOCKERS
POWDER ROOM
LOUNGE

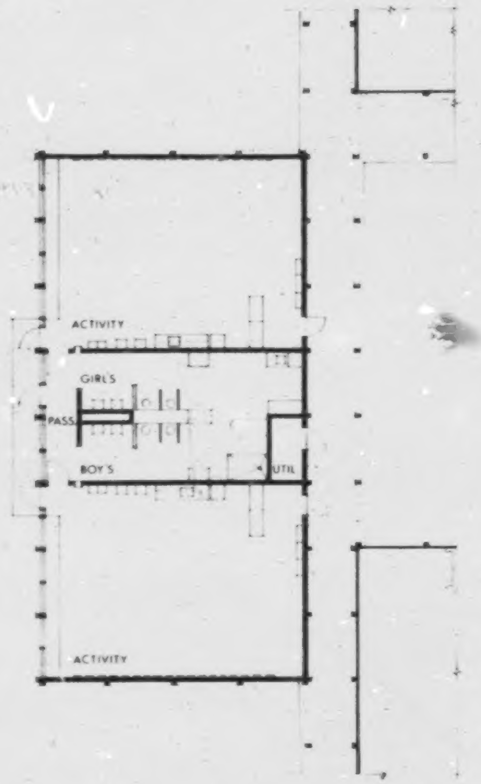
FLOOR PLAN

STAFF


GARDEN STOR
PASS
TOIL
STOR
VEST
SERVICE KITCHEN
JAN
COVERED WALK

FLOOR PLAN

FOOD SERVICE


ACTIVITY
GIRLS
PASS
BOY'S
UTIL
ACTIVITY

FLOOR PLAN

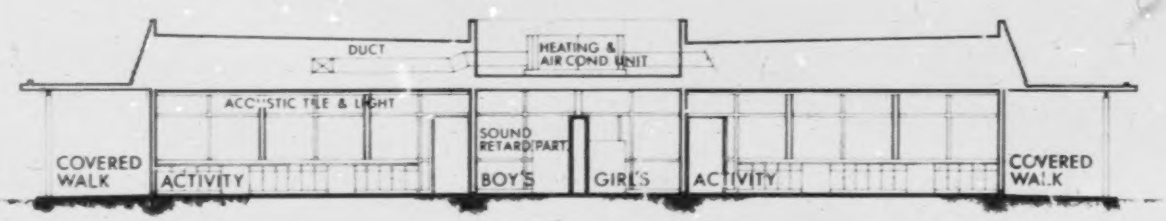
ACTIVITY

Facility Design

The center is housed in a cluster of low, rustic buildings arranged around attractive grassy court areas. The three play areas are well screened from traffic.

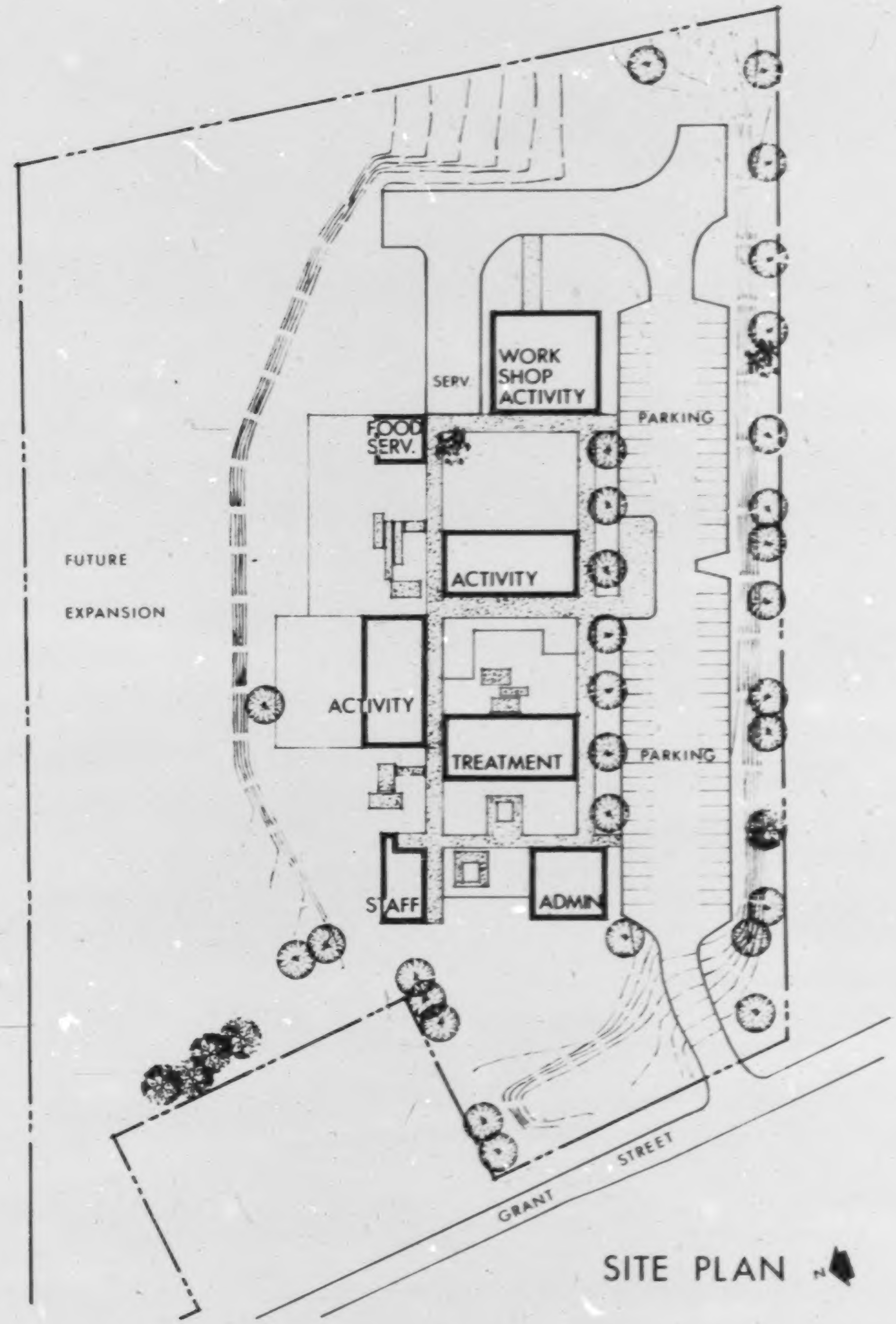
In addition to classroom areas, there are areas designated for physical and occupational therapy; office areas for pediatricians, social workers, a psychologist, and a language specialist; an audiology room; and an examining room. An observation room with one-way glass is used during parent conferences. The adult program is housed in one large room in which various learning activities are conducted simultaneously.

The toilet areas, designed especially for multi-handicapped children, feature hand rails and bathing facilities of various heights.


DUCT
HEATING & AIR COND UNIT
ACOUSTIC TILE & LIGHT
SOUND RETARD PART
COVERED WALK
ACTIVITY
BOY'S
GIRL'S
ACTIVITY
COVERED WALK

SECTION – ACTIVITY BLDG

SCALE 0 3 6 9 12


SERV.
WORK SHOP ACTIVITY
PARKING
FOOD SERV.
ACTIVITY
FUTURE EXPANSION
ACTIVITY
TREATMENT
PARKING
STAFF
ADMIN
GRANT STREET
N

SITE PLAN

GLADYS STONE SCHOOL

Office of the Monterey County Superintendent of Schools
Ray P. Charlson, Superintendent
William C. Oliver, Principal

Architect: Wallace Holm & Associates
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1968
Age range of pupils: Three through twenty-one years
Maximum capacity of building: 48

GLADYS
SCHOOL

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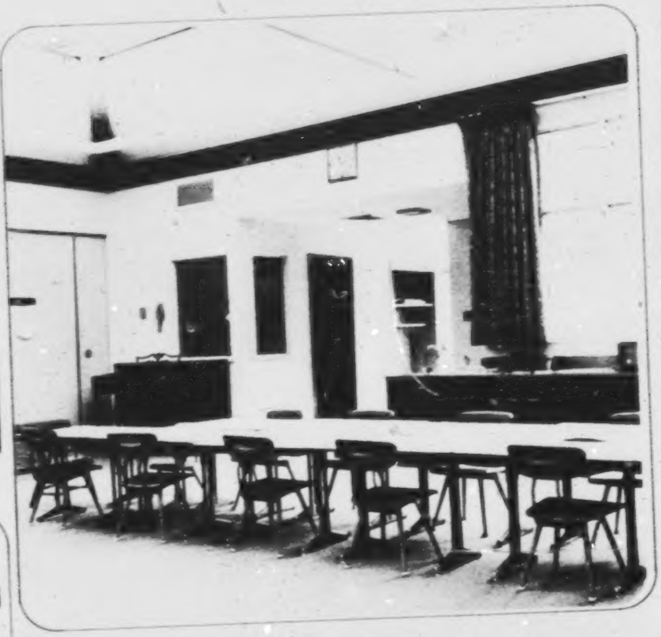
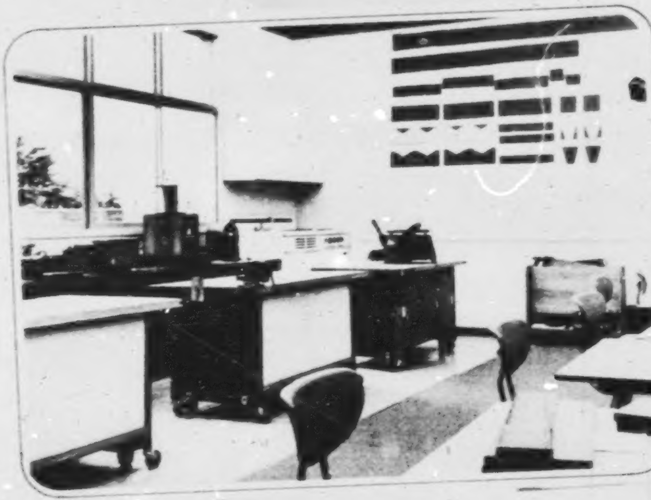
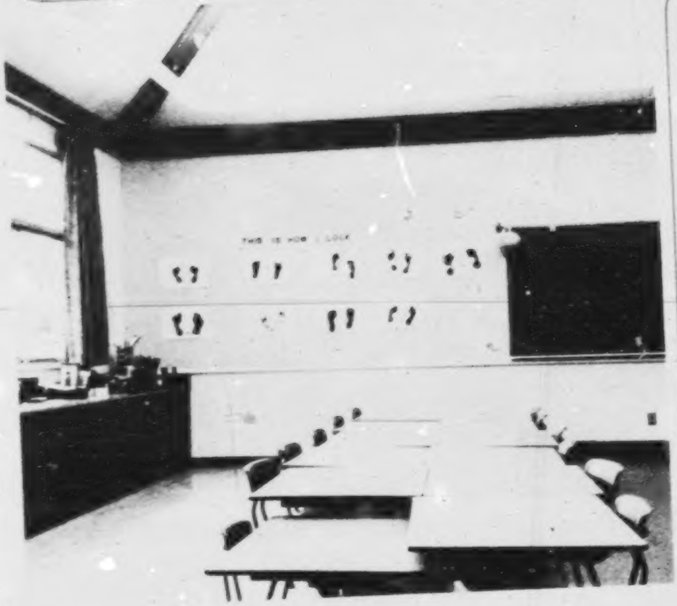
Our word matching game.

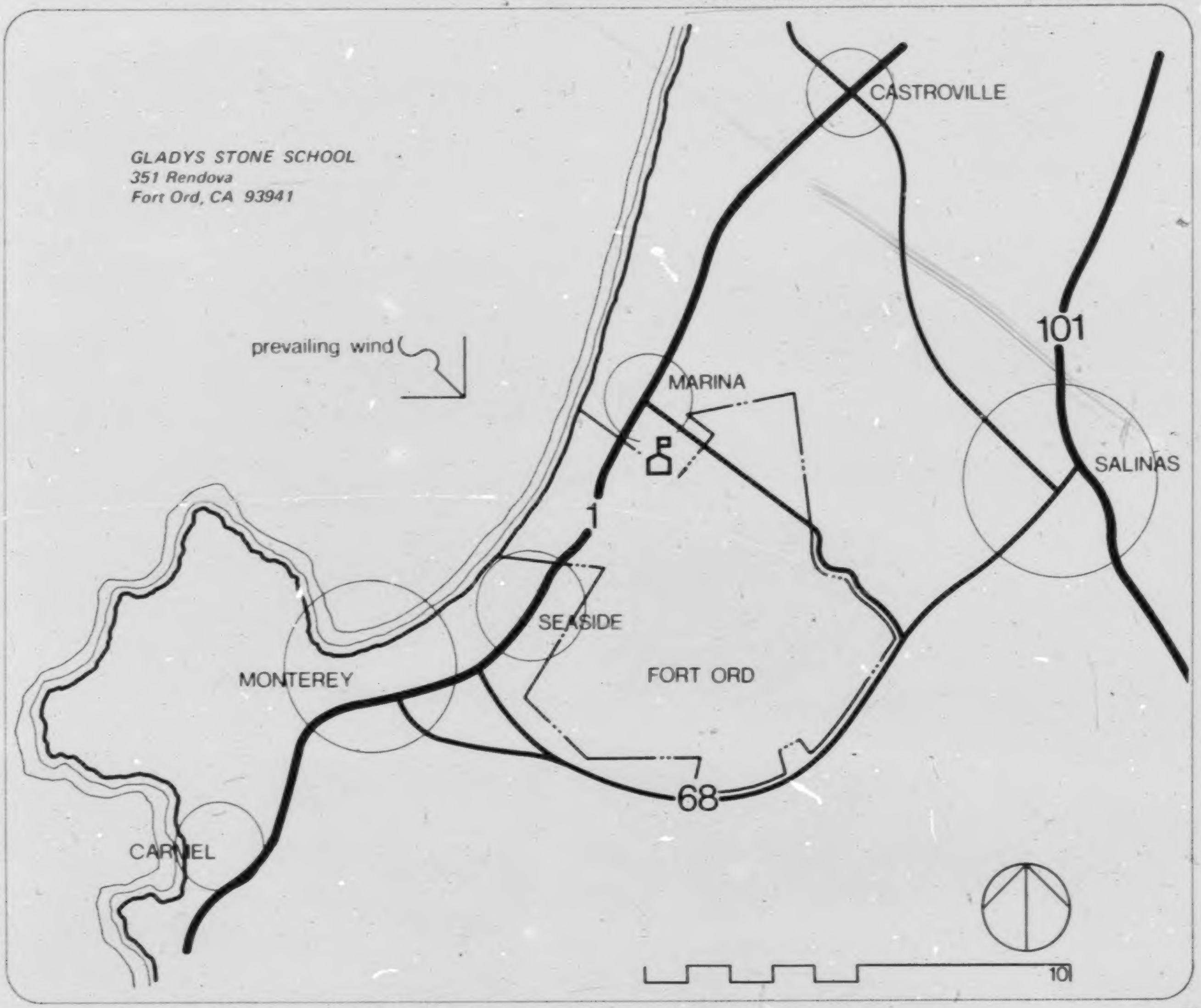


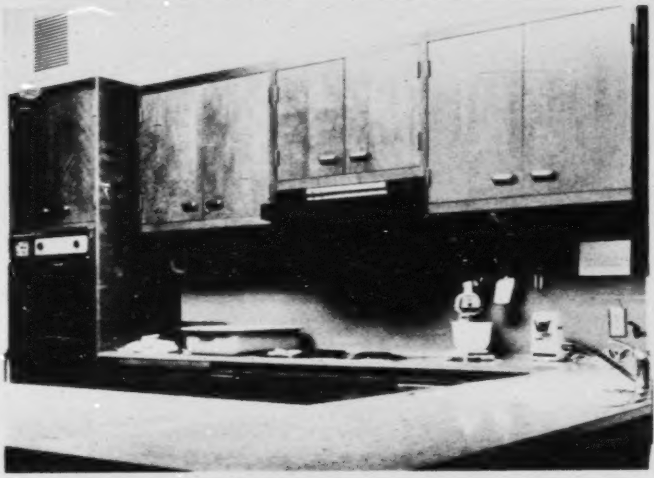


Educational Program

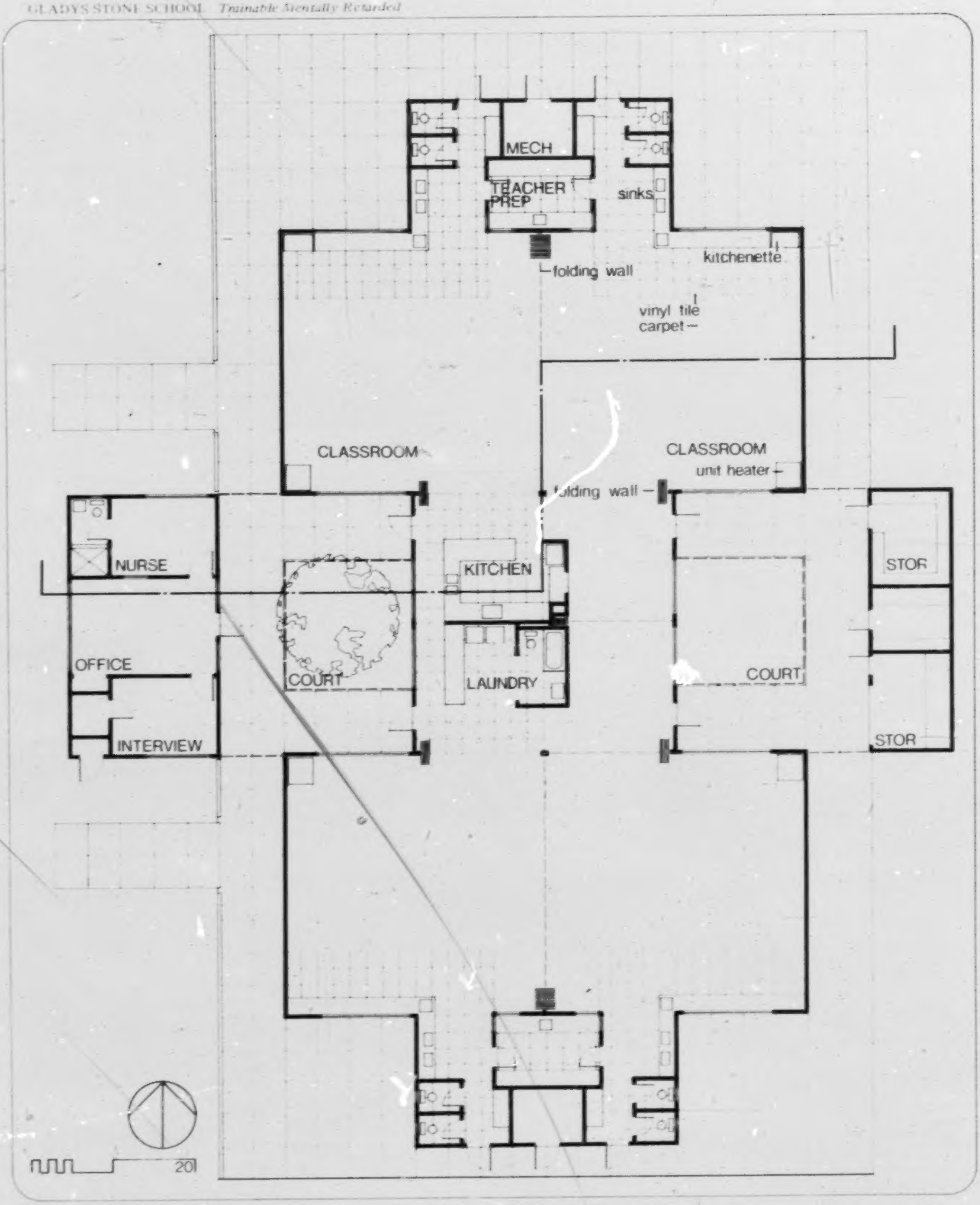
The major goals of the TMR program at Gladys Stone School are to (1) provide a home-type environment in which pupils can perform the tasks and handle the problems typical of life in the home; (2) provide for specialized activities involving pupils in groups of various sizes as well as for pupil-parent-community activities; and (3) emphasize personal care and grooming.

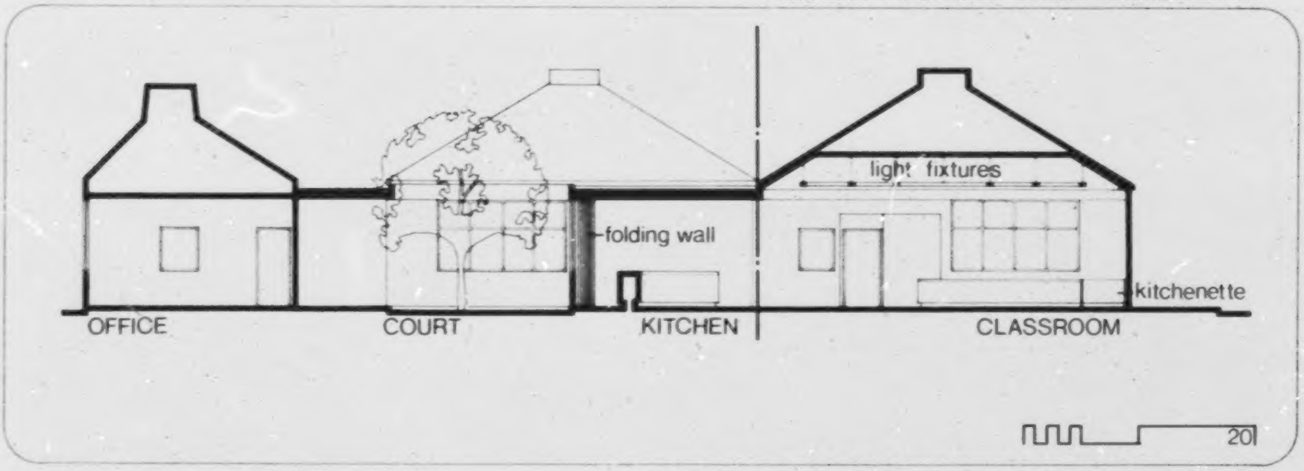



GLADYS STONE SCHOOL
351 Rendova
Fort Ord, CA 93941
prevailing wind
CASTROVILLE
MARINA
101
SALINAS
1
SEASIDE
MONTEREY
FORT ORD
68
CARMEL
10



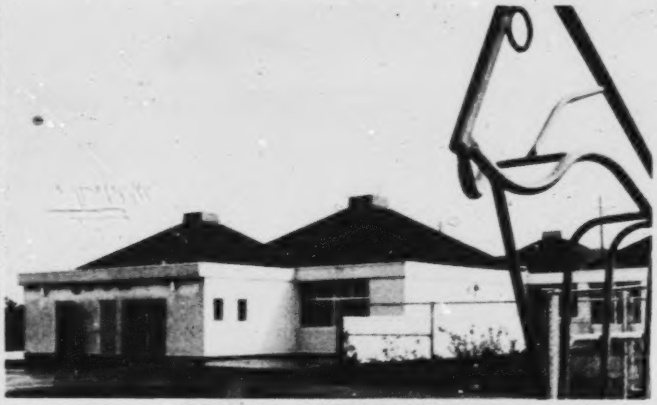
GLADYS STONE SCHOOL *Trainable Mentally Retarded*

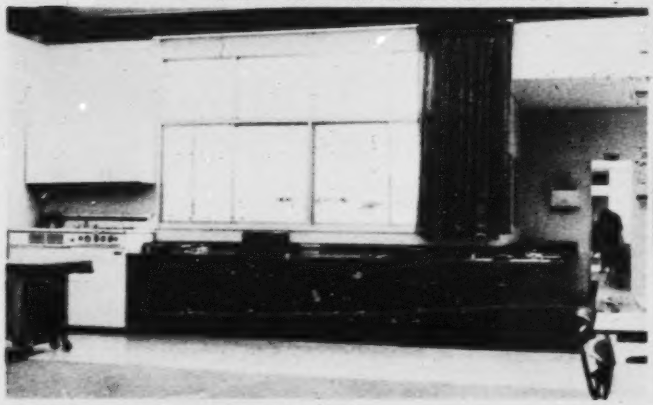

MECH
TEACHER PREP
sinks
folding wall
kitchenette
vinyl tile
carpet
CLASSROOM
CLASSROOM
unit heater
folding wall
NURSE
KITCHEN
STOR
OFFICE
COURT
LAUNDRY
COURT
INTERVIEW
STOR
20'

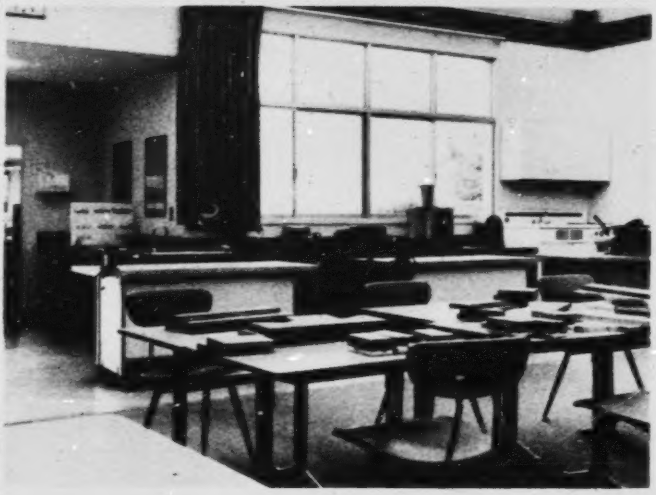

light fixtures
folding wall
kitchenette
OFFICE
COURT
KITCHEN
CLASSROOM
20'

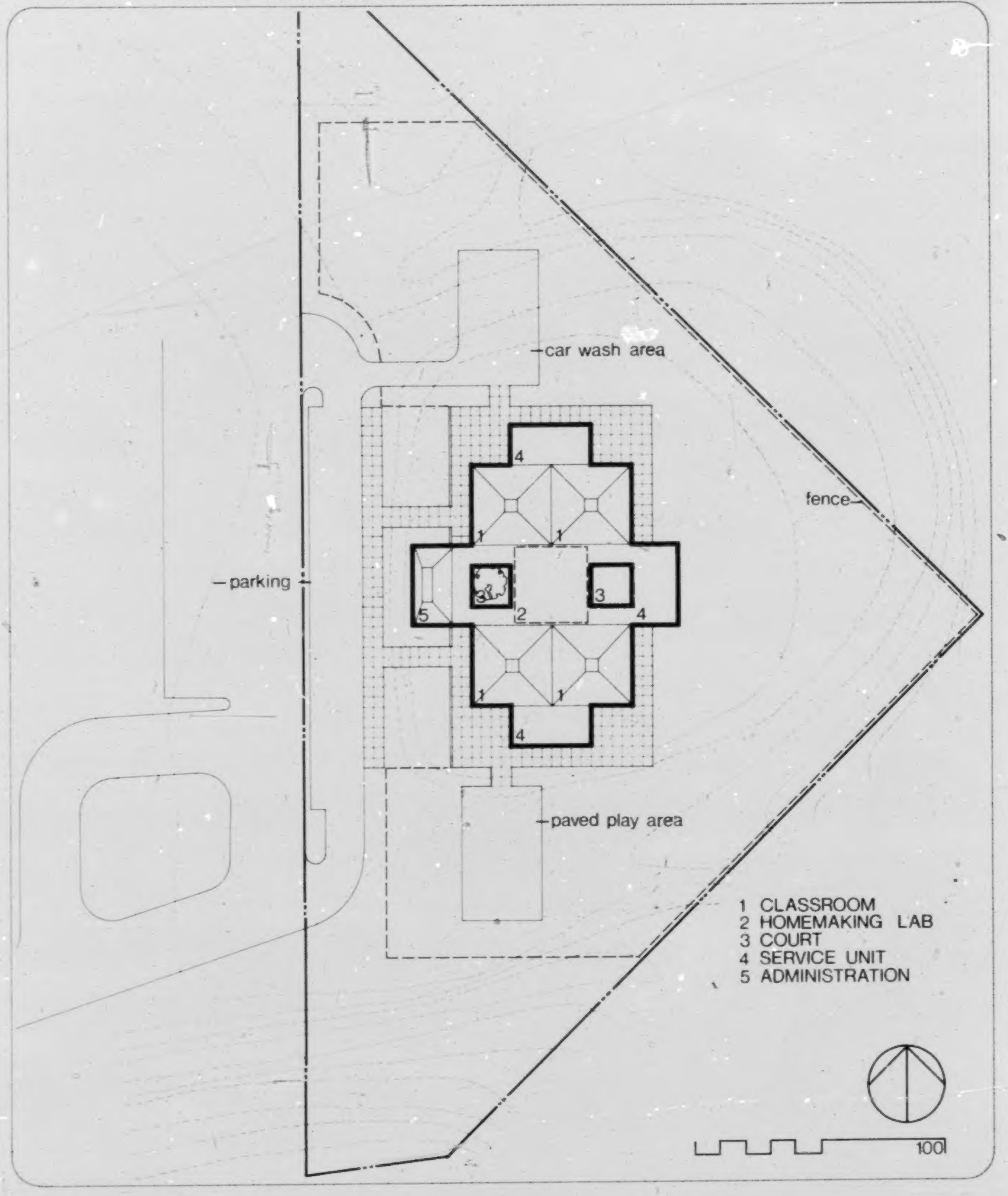
Facility Design

The facility design at Gladys Stone School features folding interior walls, which allow for a variety of activities and group sizes. The floors are a combination of carpeted and vinyl asbestos areas. The kitchen and the laundry rooms are planned for learning experiences as well as for practical use. Mirrors, counters, and basins are conveniently located for instruction in personal grooming.







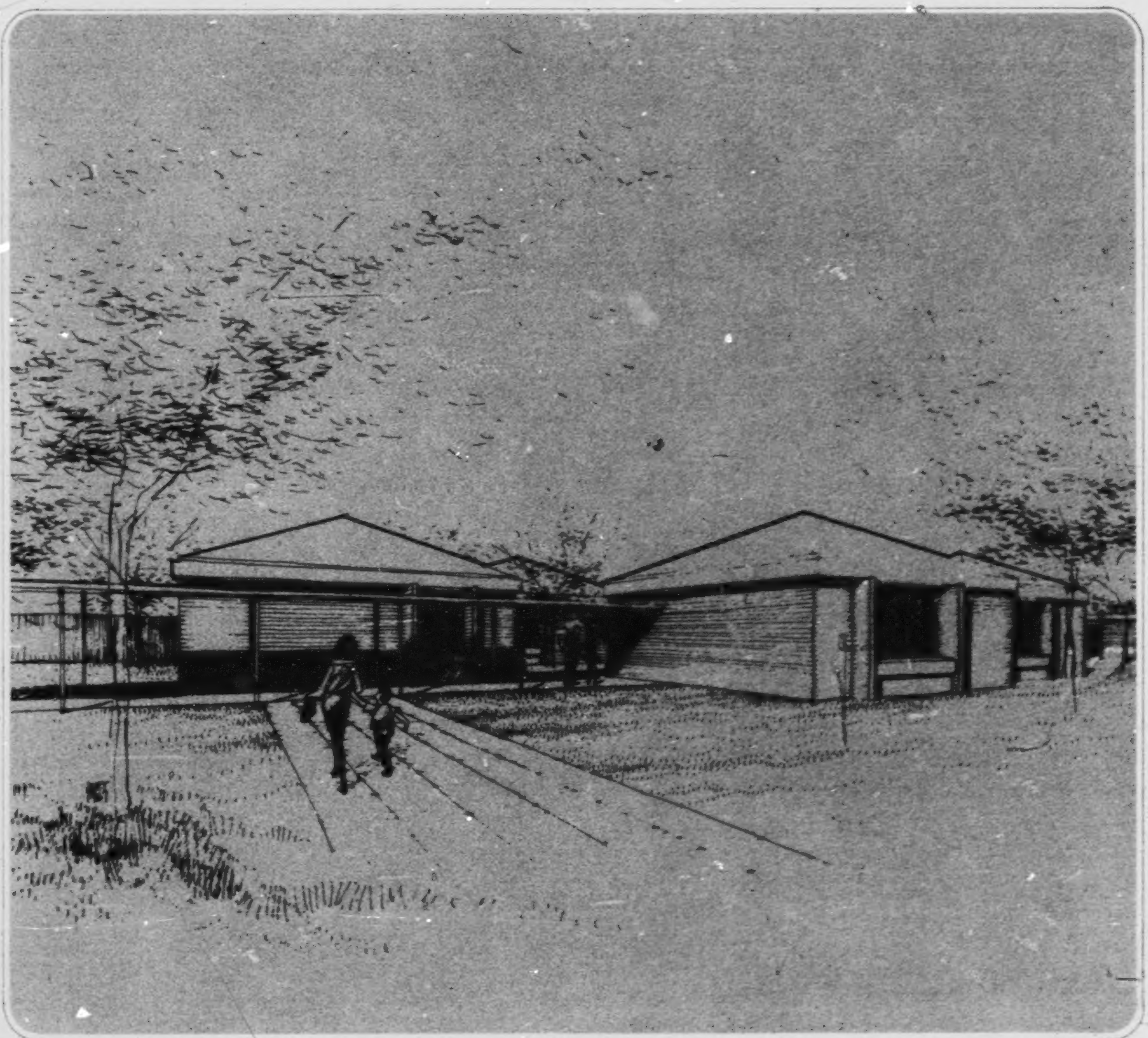

car wash area
fence
parking
paved play area
1
2
3
4
5
100

1 CLASSROOM
2 HOMEMAKING LAB
3 COURT
4 SERVICE UNIT
5 ADMINISTRATION

GRANT SPECIAL EDUCATION CENTER

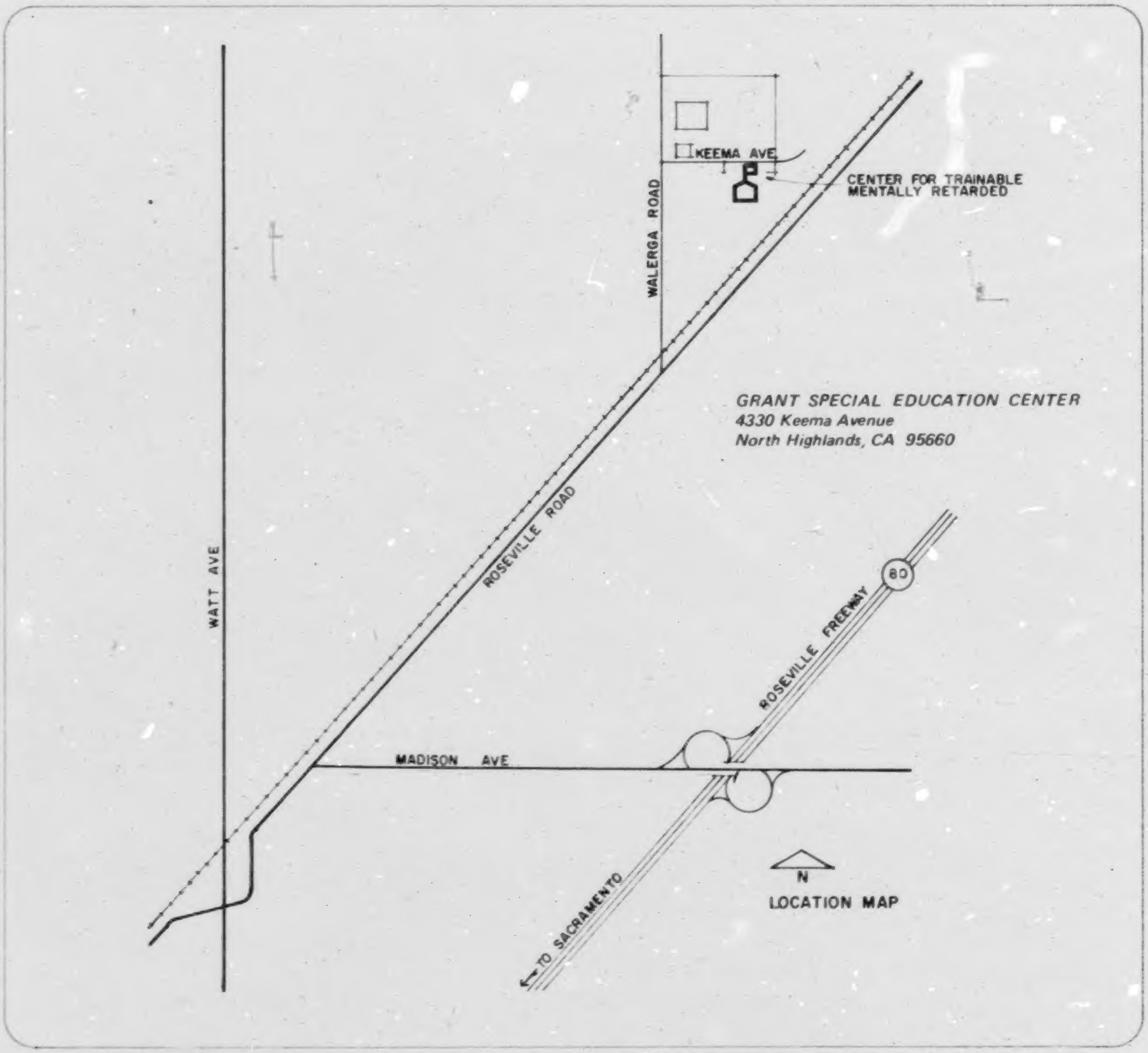
Grant Joint Union High School District
Edward T. Walsh, Superintendent
Miles Richmond, Principal

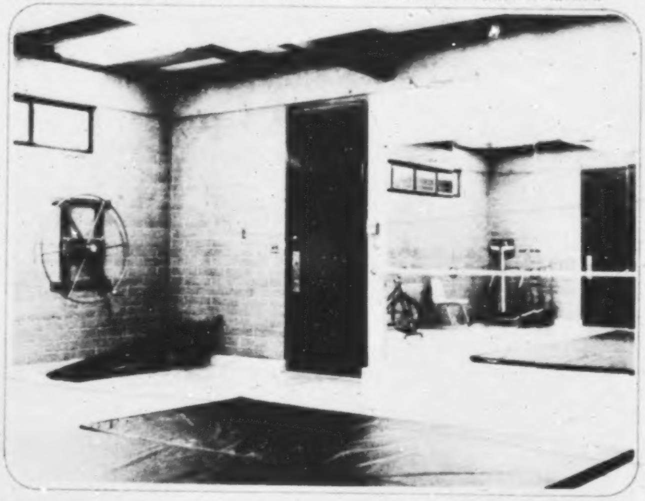
Architect: Starks, Jozens, Nacht & Lewis
Field Representative: Wilho J. Martin
Source of funding: State School Building Aid
Date building first occupied: 1969
Age range of pupils: Fourteen through twenty-one years
Maximum capacity of building: 72

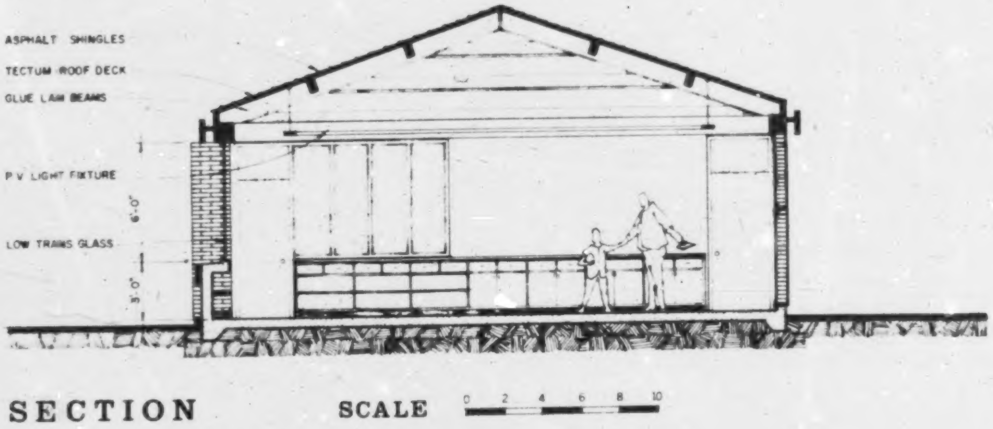


Educational Program

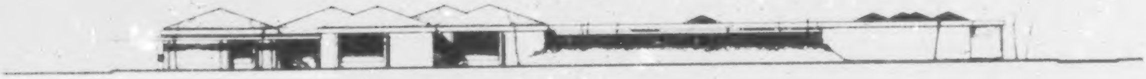
The major goal of the Special Education Center is to provide TMR pupils with (1) a friendly, warm, intimate environment that reflects the activities of daily living; (2) a series of interior and exterior spaces sufficiently complex to encourage learning experiences; and (3) basic skill centers.


KEEMA AVE.
CENTER FOR TRAINABLE MENTALLY RETARDED
WALERGA ROAD
GRANT SPECIAL EDUCATION CENTER
4330 Keema Avenue
North Highlands, CA 95660
ROSEVILLE ROAD
WATT AVE
80
ROSEVILLE FREEWAY
MADISON AVE
TO SACRAMENTO
N
LOCATION MAP

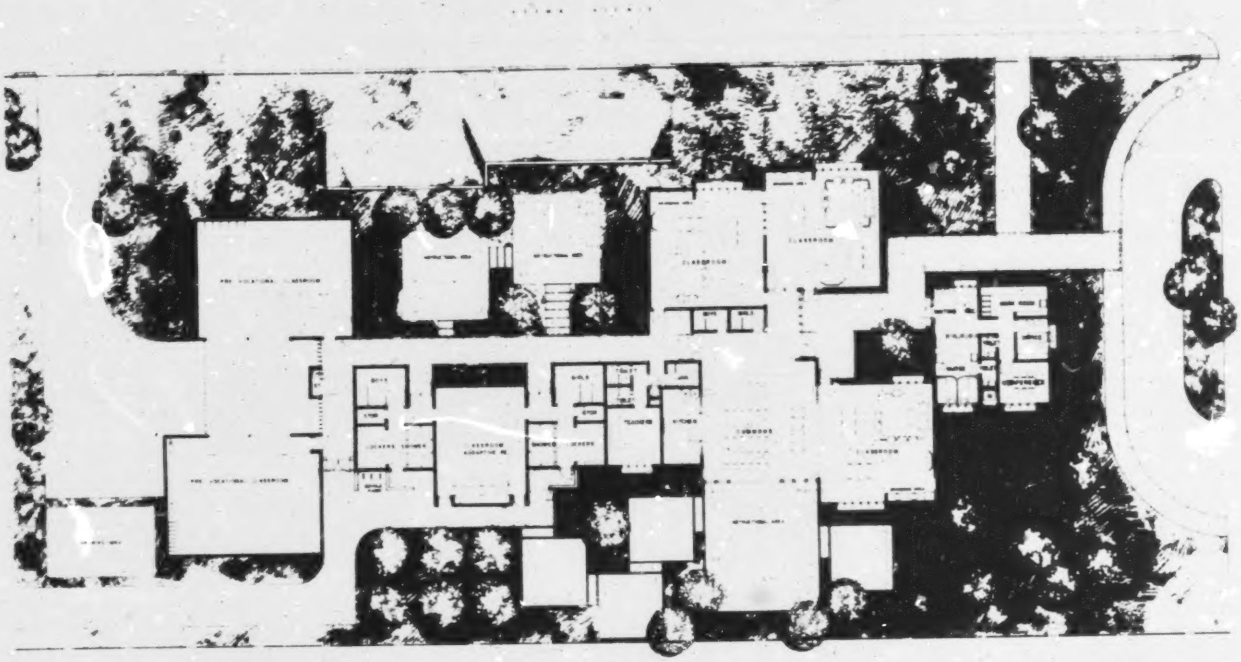



ASPHALT SHINGLES
TECTUM ROOF DECK
GLUE LAM BEAMS
P.V. LIGHT FIXTURE
LOW TRANS GLASS
6'-0"
3'-0"
0 2 4 6 8 10

SECTION **SCALE**



ELEVATION SCALE



FLOOR PLAN SCALE

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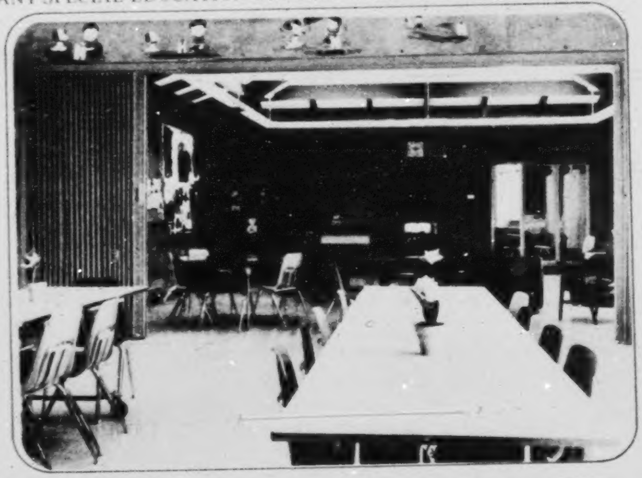
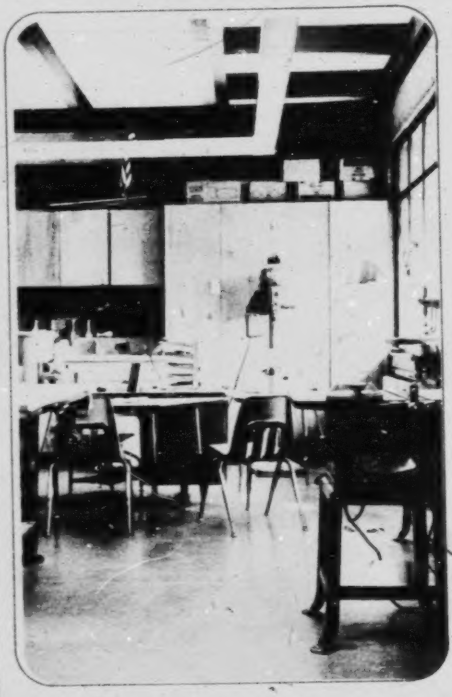
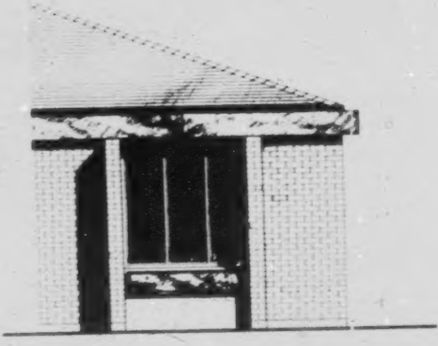
Facility Design

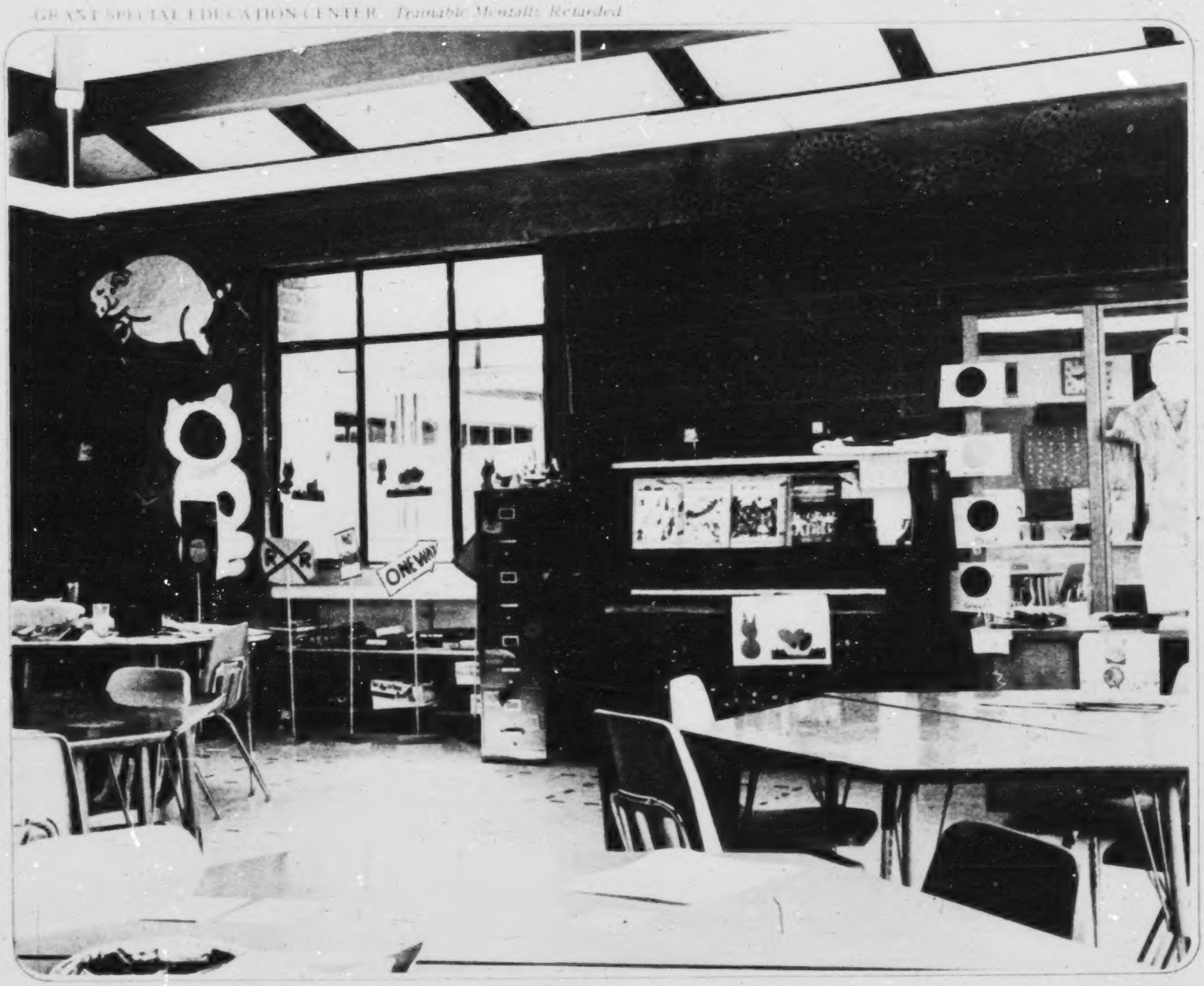
The oddly shaped site (140′ x 1,400′) of the Special Education Center is adjacent to Don Julio Junior High School. The center comprises three basic skills centers, two prevocational centers to provide opportunities for manipulative experiences, a physical education room with showers and lockers, a commons room, a kitchen, and facilities for the faculty.

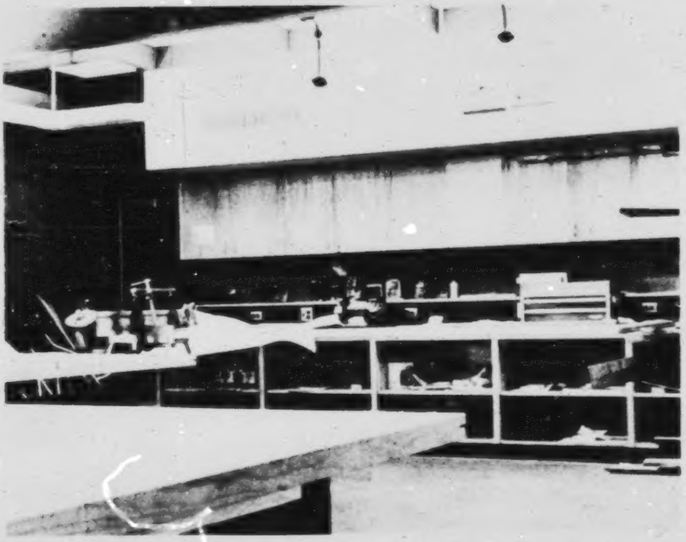


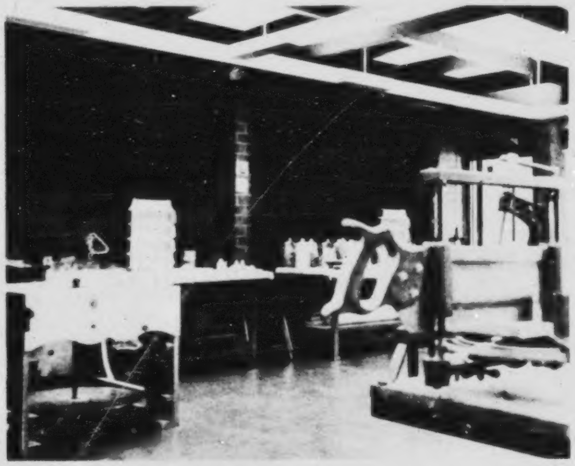




DETAIL ELEVATION SCALE


R R
ONE WAY



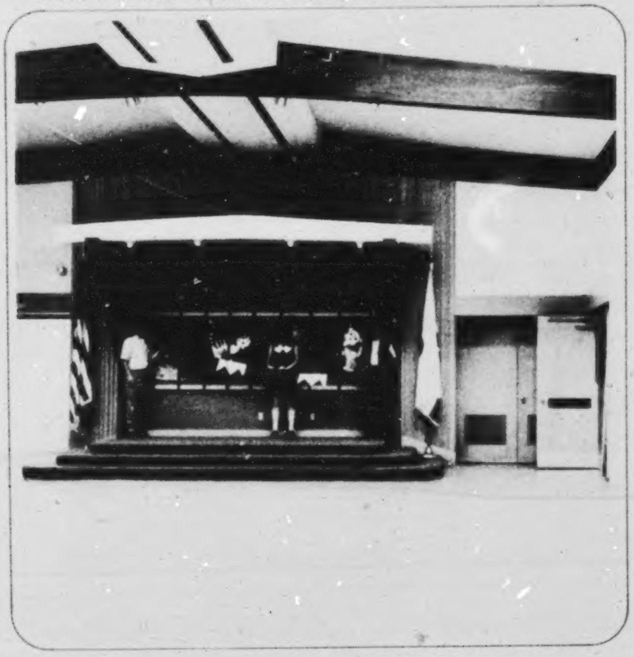


HOPE SCHOOL

Anaheim Union High School District
R. Ken Wines, Superintendent
C. Warren Bratcher, Principal
Harley Smith, Head Teacher

Architect: Arbogast, Jones, Theiss Associates
Field representative: Harry C. Schwilke
Source of funding: Local bonds
Date building first occupied: 1970
Age range of pupils: Fifteen through twenty-one years
Maximum capacity of building: 72

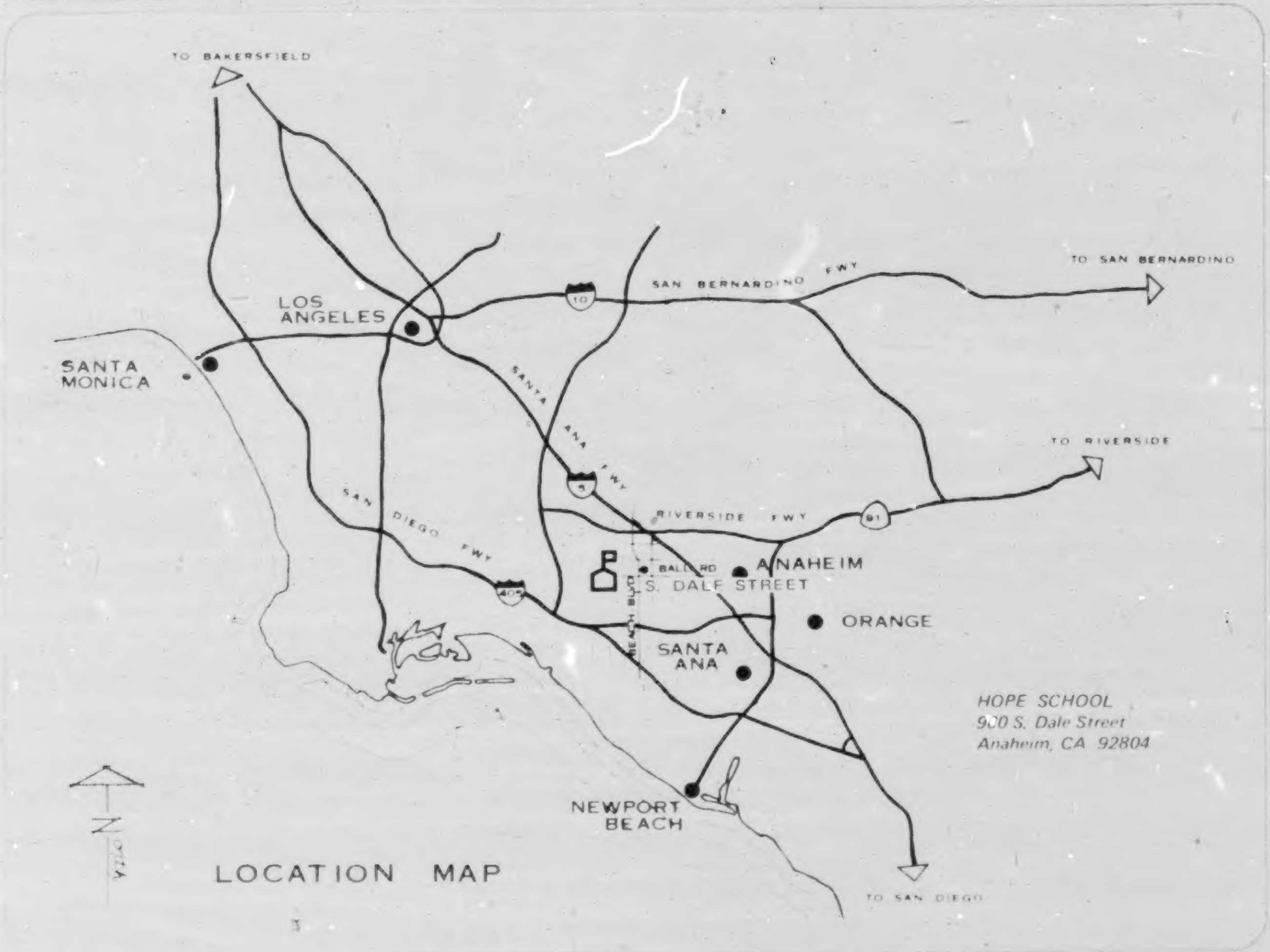
HOPE SCHOOL



Educational Program

The goal of the Hope School program is to develop in TMR students a level of independent behavior that increases self-esteem, encourages the development of motor and self-care skills, and promotes social adjustment. The program includes (1) an individualized adaptive physical education program; (2) exposure to the concepts of time, money, measurement, vocabulary, and writing; and (3) training in work experience skills preparatory to possible work in the community.

The school is departmentalized to include general academics, arts and crafts, music, homemaking and grooming, adaptive physical education, practical arts, and vocational training. Students are grouped in classes according to their ability to function effectively.


TO BAKERSFIELD
TO SAN BERNARDINO
SAN BERNARDINO FWY
10
LOS ANGELES
SANTA MONICA
SANTA ANA FWY
5
TO RIVERSIDE
RIVERSIDE FWY
91
SAN DIEGO FWY
405
BALL RD
BEACH BLVD
ANAHEIM
S. DALE STREET
ORANGE
SANTA ANA
NEWPORT BEACH
N
LOCATION MAP
TO SAN DIEGO
HOPE SCHOOL
900 S. Dale Street
Anaheim, CA 92804

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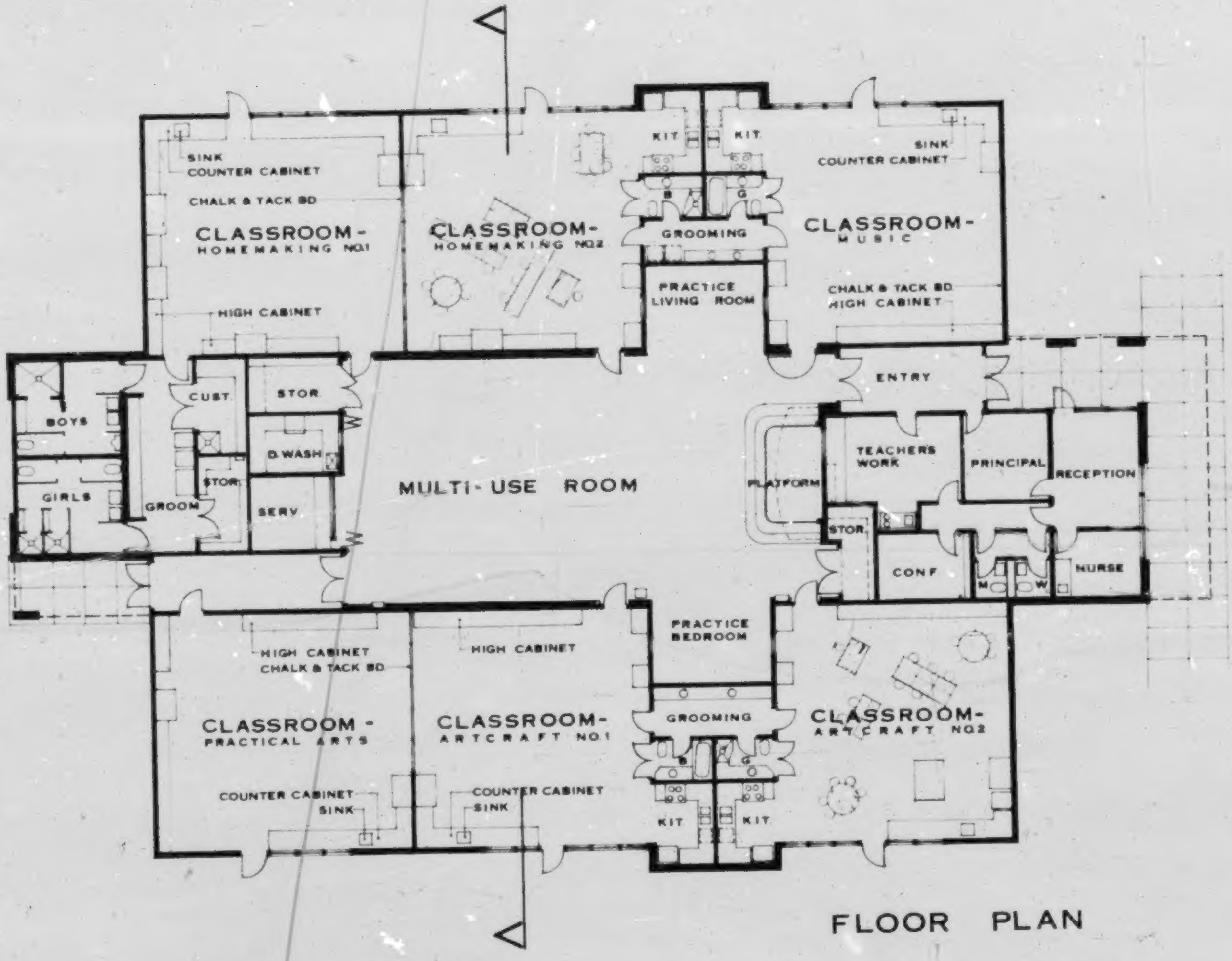
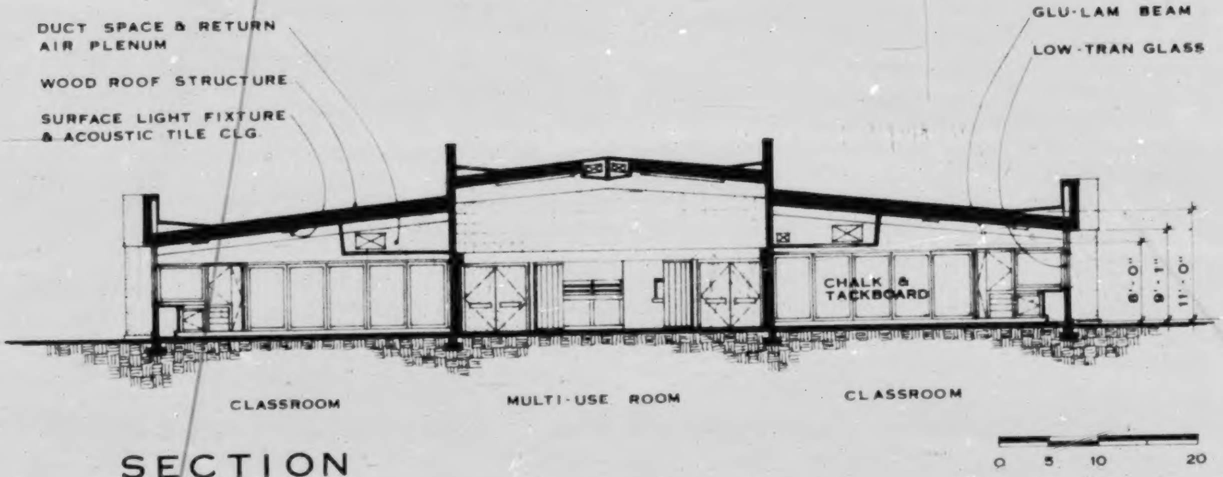

SINK
COUNTER CABINET
CHALK & TACK BD
CLASSROOM - HOMEMAKING NO.1
HIGH CABINET
CLASSROOM - HOMEMAKING NO.2
KIT
KIT
B
G
GROOMING
PRACTICE LIVING ROOM
SINK
COUNTER CABINET
CLASSROOM - MUSIC
CHALK & TACK BD
HIGH CABINET
ENTRY
BOYS
GIRLS
GROOM
CUST.
STOR.
STOR.
D. WASH
SERV.
MULTI - USE ROOM
PLATFORM
TEACHERS WORK
PRINCIPAL
RECEPTION
STOR.
CONF
M
W
NURSE
PRACTICE BEDROOM
HIGH CABINET
CHALK & TACK BD
CLASSROOM - PRACTICAL ARTS
COUNTER CABINET
SINK
HIGH CABINET
CLASSROOM - ARTCRAFT NO.1
COUNTER CABINET
SINK
GROOMING
B
G
KIT
KIT
CLASSROOM - ARTCRAFT NO.2

FLOOR PLAN

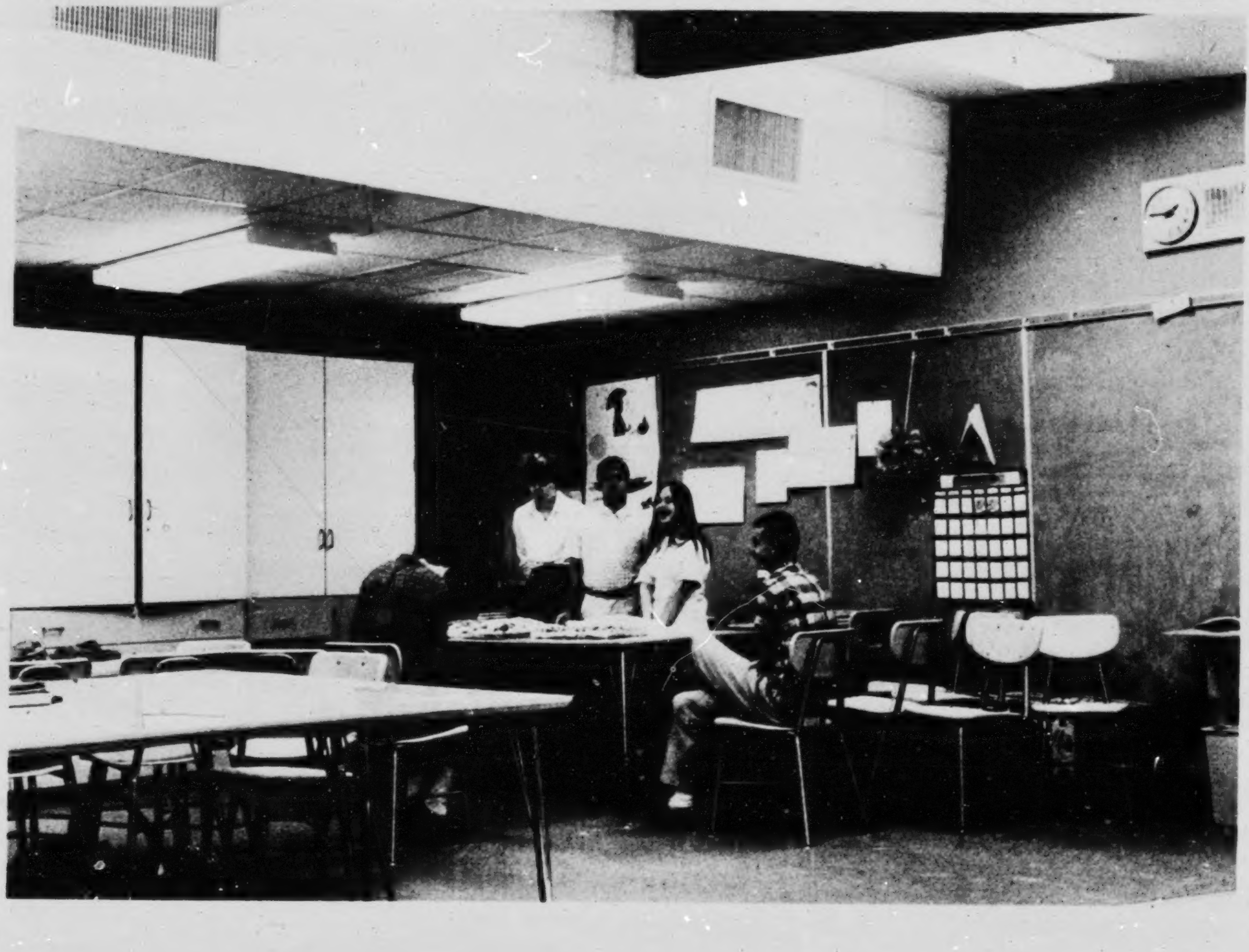

DUCT SPACE & RETURN AIR PLENUM
WOOD ROOF STRUCTURE
SURFACE LIGHT FIXTURE & ACOUSTIC TILE CLG.
GLU-LAM BEAM
LOW-TRAN GLASS
CHALK & TACKBOARD
8'-0"
9'-1"
11'-0"
CLASSROOM
MULTI-USE ROOM
CLASSROOM
0
5
10
20

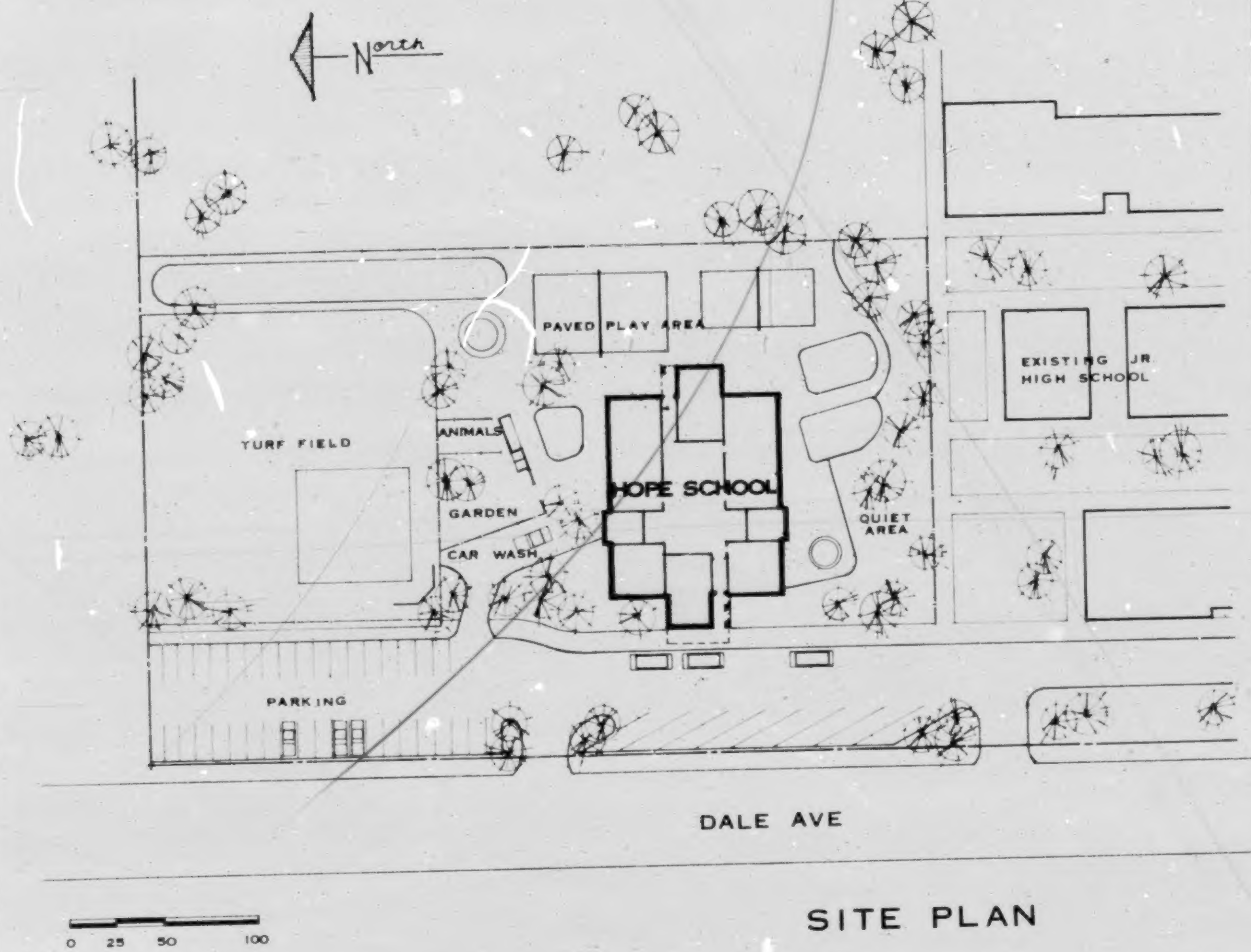
SECTION

Facility Design

Hope School is situated on approximately two and a half acres adjacent to a junior high school. It includes a total of 11,116 square feet of usable floor space. Each of six classrooms opens into a multipurpose room with a capacity of 250 persons. There is an alcove on either side of the centralized multipurpose room. One is furnished as a bedroom and the other as a living room to provide students the opportunity to learn to function in a home situation. The food service area opens into the multipurpose room through folding doors.

Complete bathrooms are accessible from the four classrooms. Students are taught how to care for and clean them. Boys' and girls' showers and dressing rooms are used daily in the school's instructional program.




North
PAVED PLAY AREA
EXISTING JR HIGH SCHOOL
TURF FIELD
ANIMALS
HOPE SCHOOL
GARDEN
CAR WASH
QUIET AREA
PARKING
DALE AVE
0
25
50
100

SITE PLAN

LOUISIANA SCHNELL ELEMENTARY SCHOOL

Placerville Union Elementary School District
Clarence L. Dilts, Superintendent
Bruce Norville, Principal

Architect: Raymond R. Franceschi
Field representative: William J. Wynn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Five through twenty-one years
Maximum capacity of building: 24

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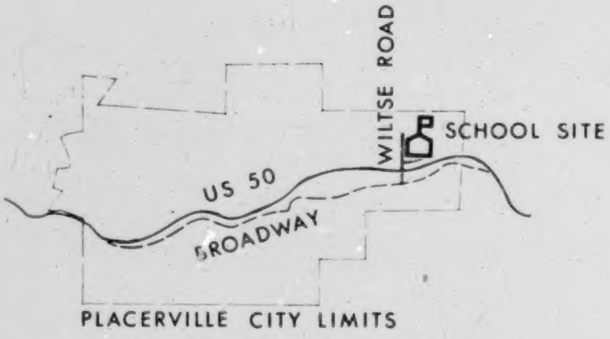
Educational Program

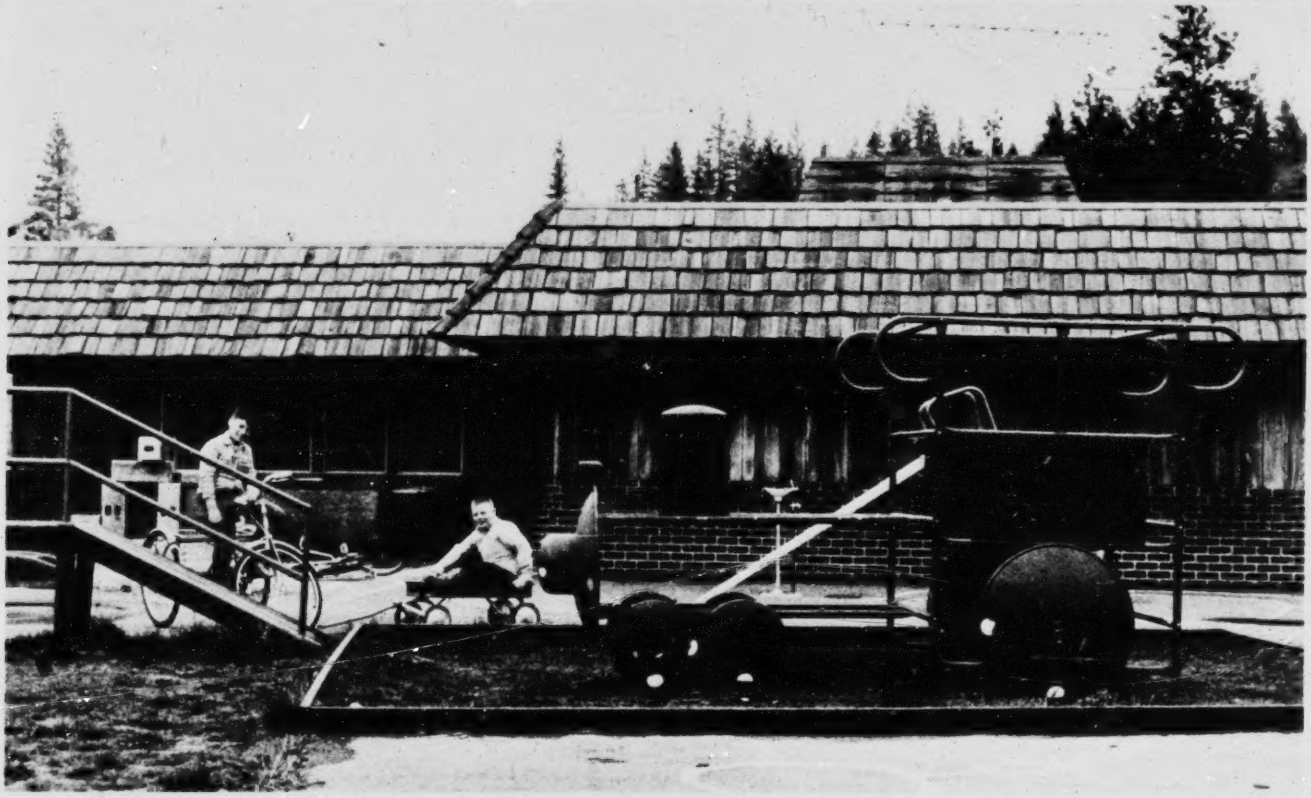
The goal of the TMR program at Louisiana Schnell Elementary School is to provide training, living, and educational experiences that will enable each participating pupil to develop to his optimum potential.

The training program includes assessment of each pupil and a sequential program of activities to help each pupil develop social competence and self-help, domestic, community-related, and communication skills. The program also provides opportunities for modified work experiences, encourages good health and safety practices, and fosters positive attitudes based on physical and mental well being.



LOCATION MAP

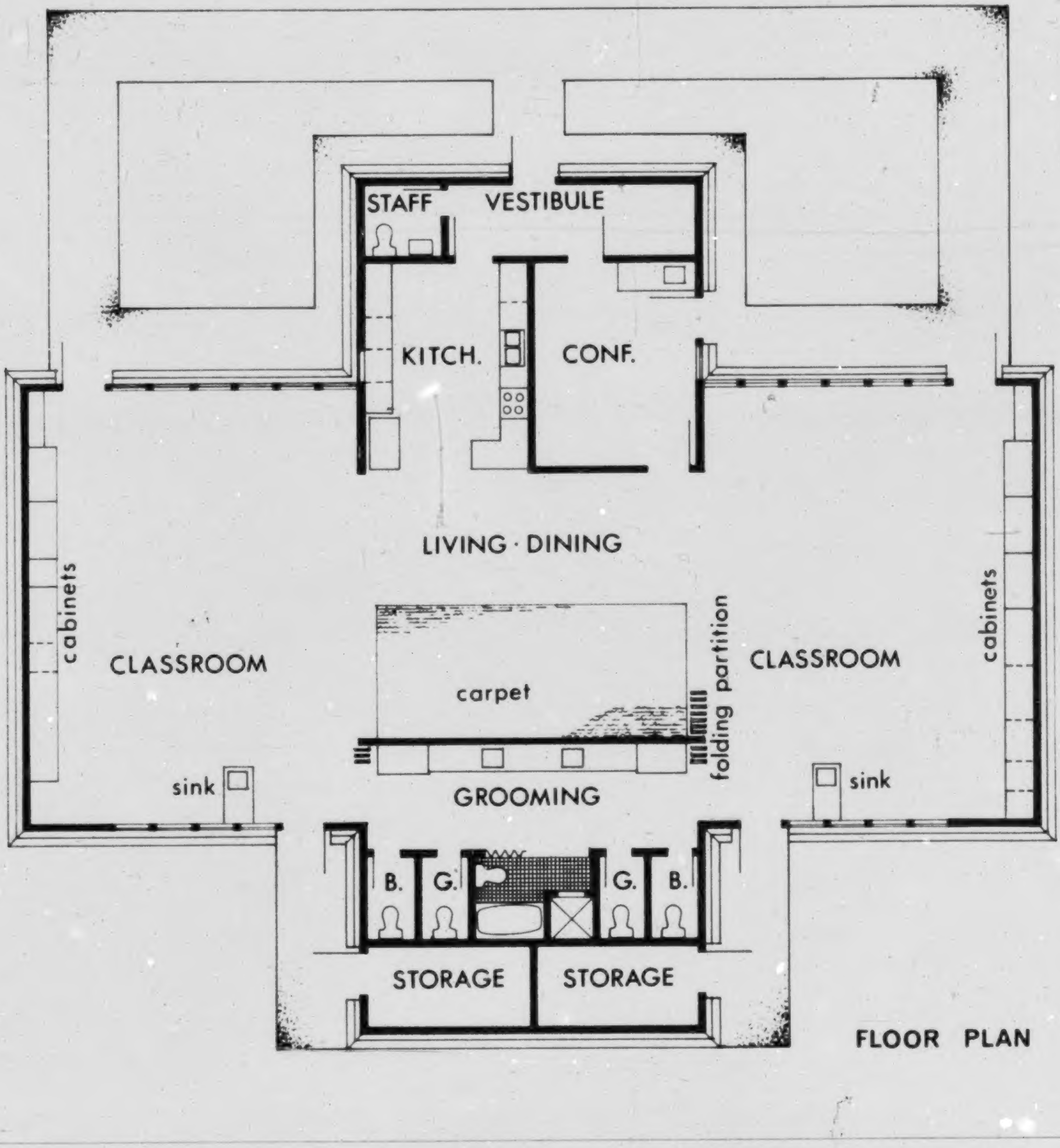
LOUISIANA SCHNELL ELEMENTARY SCHOOL
2870 Schnell School Road
Placerville CA 95667



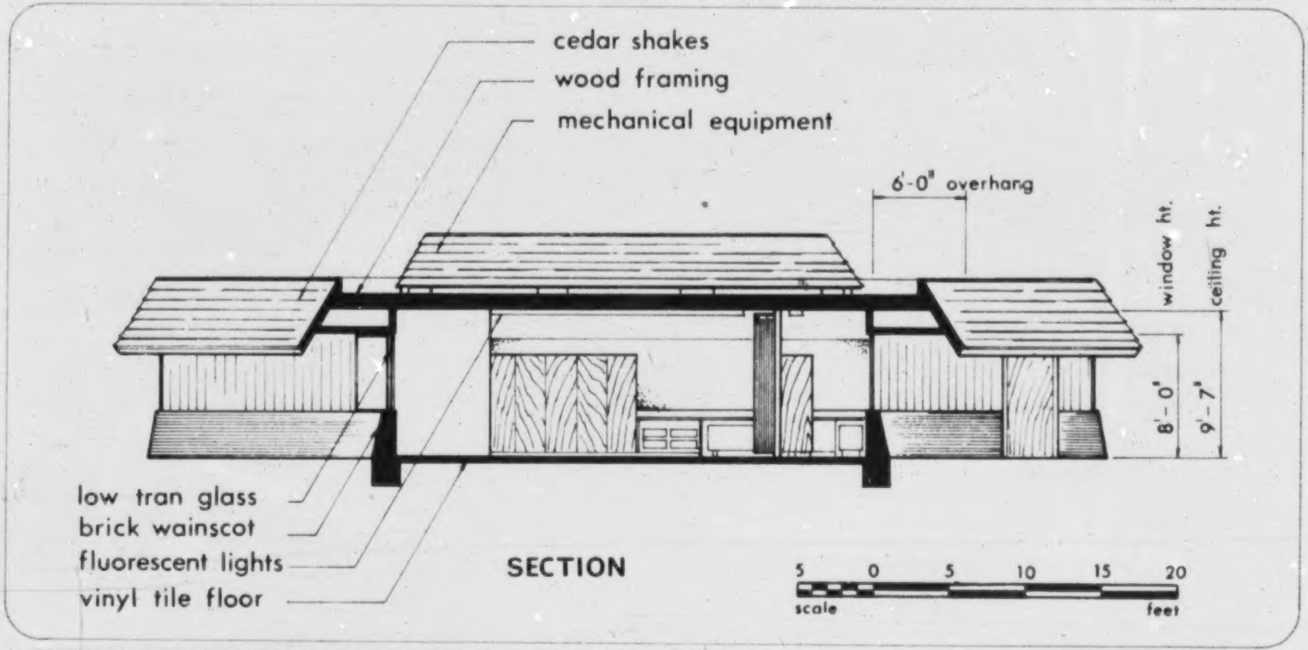
Facility Design

The two-classroom TMR facility, located on the site of Louisiana Schnell Elementary School, has a basically residential and open character. The classrooms and the kitchen and the living-dining and grooming spaces are defined only by a change in floor materials or by folding partitions.

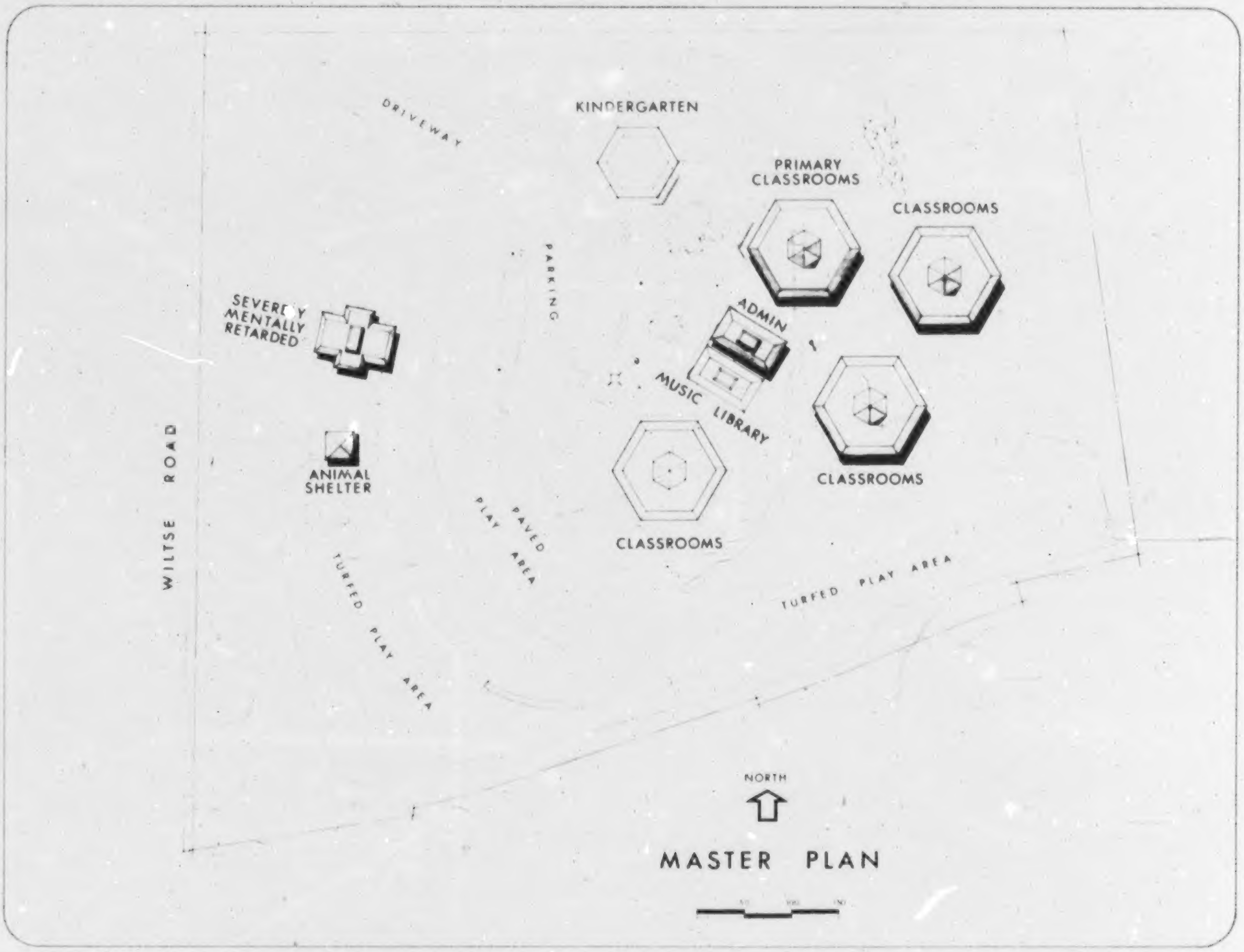
In addition to the main building, there is a small animal shelter that includes storage space for yard equipment. The site also features a wheeled toy area, a small basketball court, a tan bark play area, a turfed play area, and a vegetable garden.


STAFF
VESTIBULE
KITCH.
CONF.
LIVING · DINING
cabinets
CLASSROOM
carpet
folding partition
CLASSROOM
cabinets
sink
GROOMING
sink
B.
G.
G.
B.
STORAGE
STORAGE

FLOOR PLAN


cedar shakes
wood framing
mechanical equipment
6'-0" overhang
window ht.
ceiling ht.
8'-0"
9'-7"
low tran glass
brick wainscot
fluorescent lights
vinyl tile floor
SECTION
5
0
5
10
15
20
scale
feet

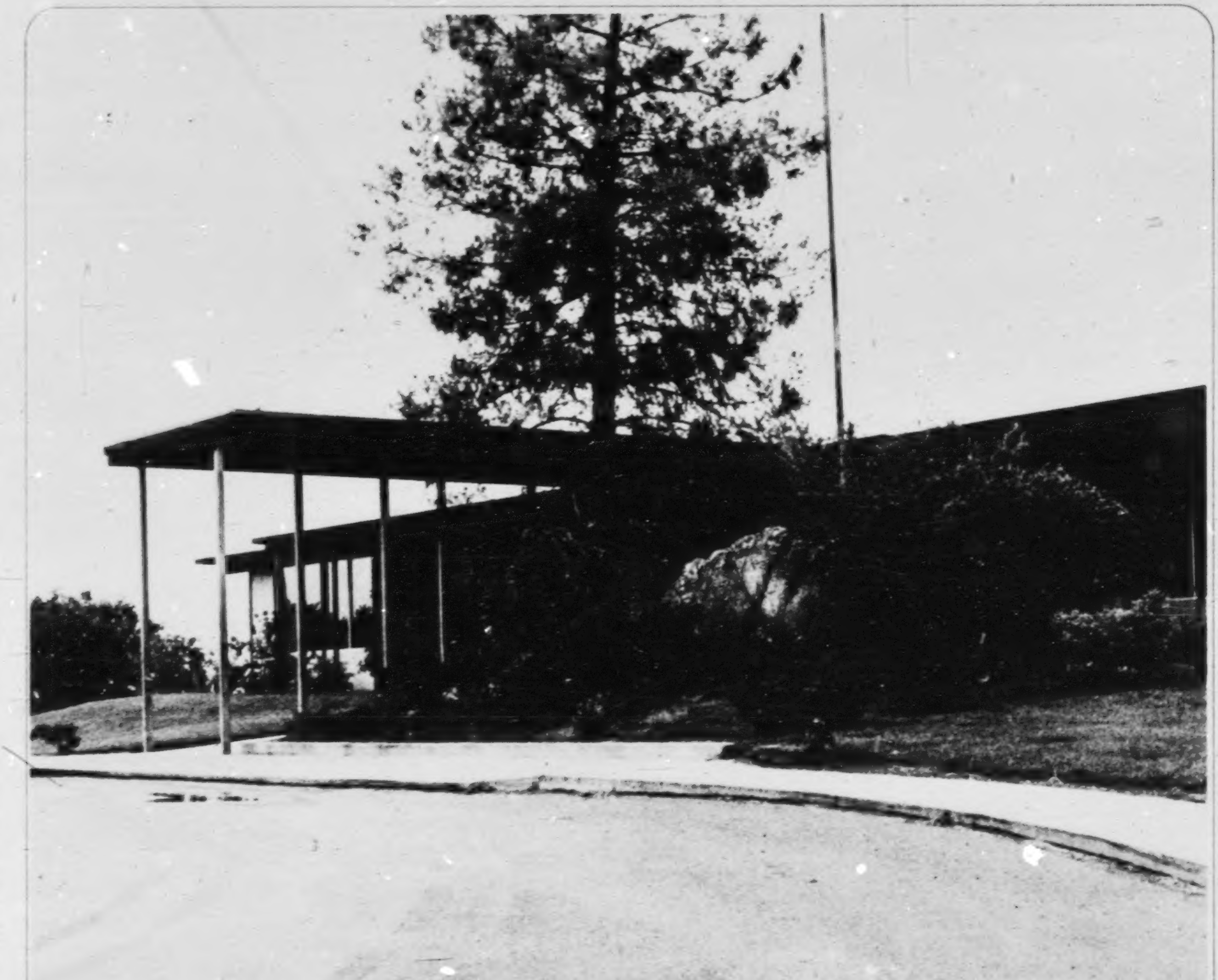
LOUISIANA SCHNELL ELEMENTARY SCHOOL *Trainable Mentally Retarded*

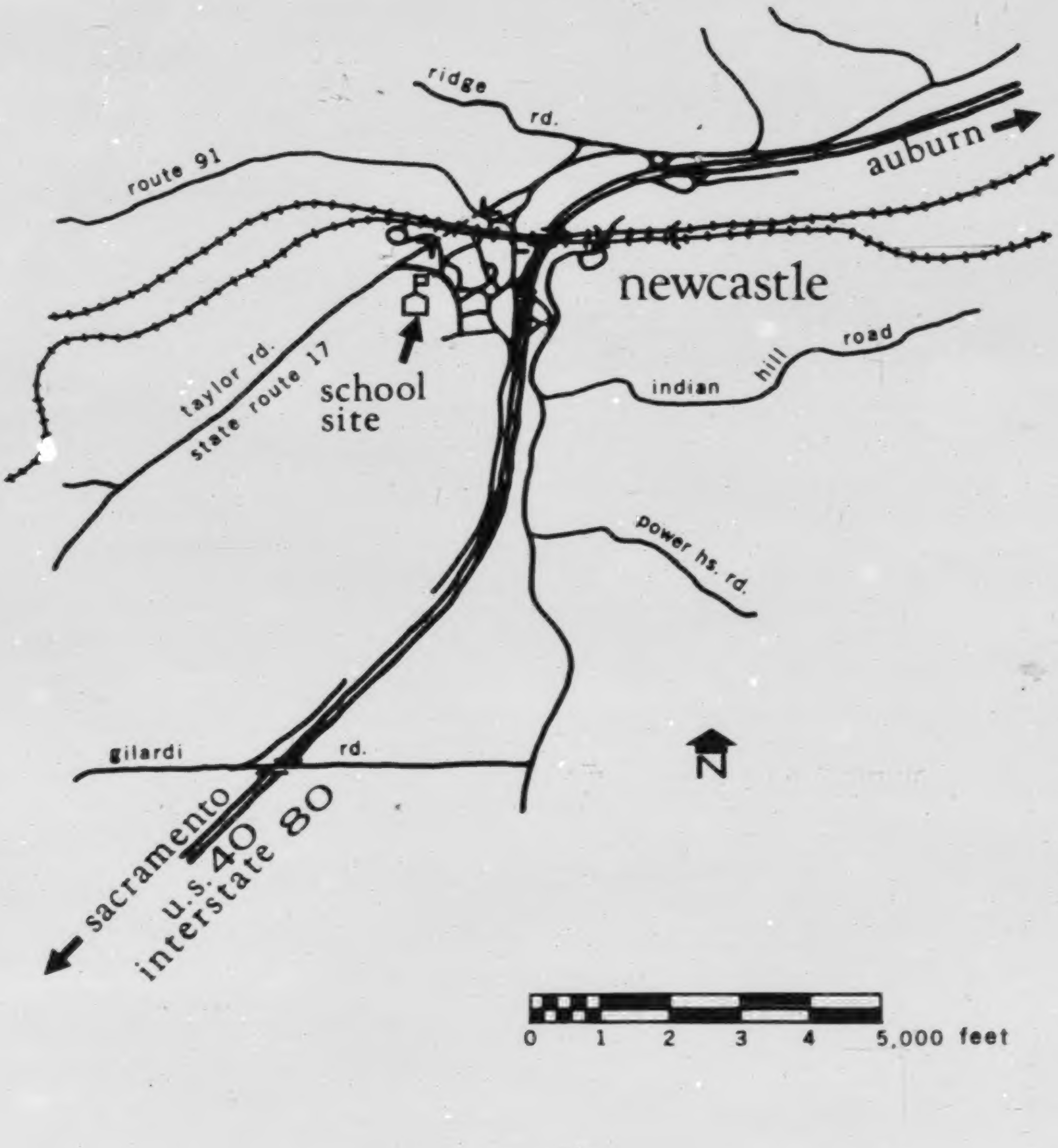

DRIVEWAY
KINDERGARTEN
PRIMARY CLASSROOMS
CLASSROOMS
PARKING
SEVERELY MENTALLY RETARDED
ADMIN
MUSIC
LIBRARY
CLASSROOMS
ANIMAL SHELTER
WILTSE ROAD
PAVED PLAY AREA
CLASSROOMS
TURFED PLAY AREA
TURFED PLAY AREA
NORTH
MASTER PLAN

NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN

Office of the Placer County Superintendent of Schools
Kenneth L. Lonergan, Superintendent
Bruce Becker, Principal

Architect: Stafford, King and Associates
Field Representative: Claude Rupel
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Five through fourteen years
Maximum capacity of building: 60




ridge rd.
route 91
auburn
newcastle
school site
taylor rd.
state route 17
indian hill road
power hs. rd.
gilardi rd.
sacramento
u.s. 40
interstate 80
N
0 1 2 3 4 5,000 feet

NEWCASTLE SCHOOL FOR EXCEPTIONAL CHILDREN
Valley View Drive
P.O. Box 58
Newcastle, CA 95658

Educational Program

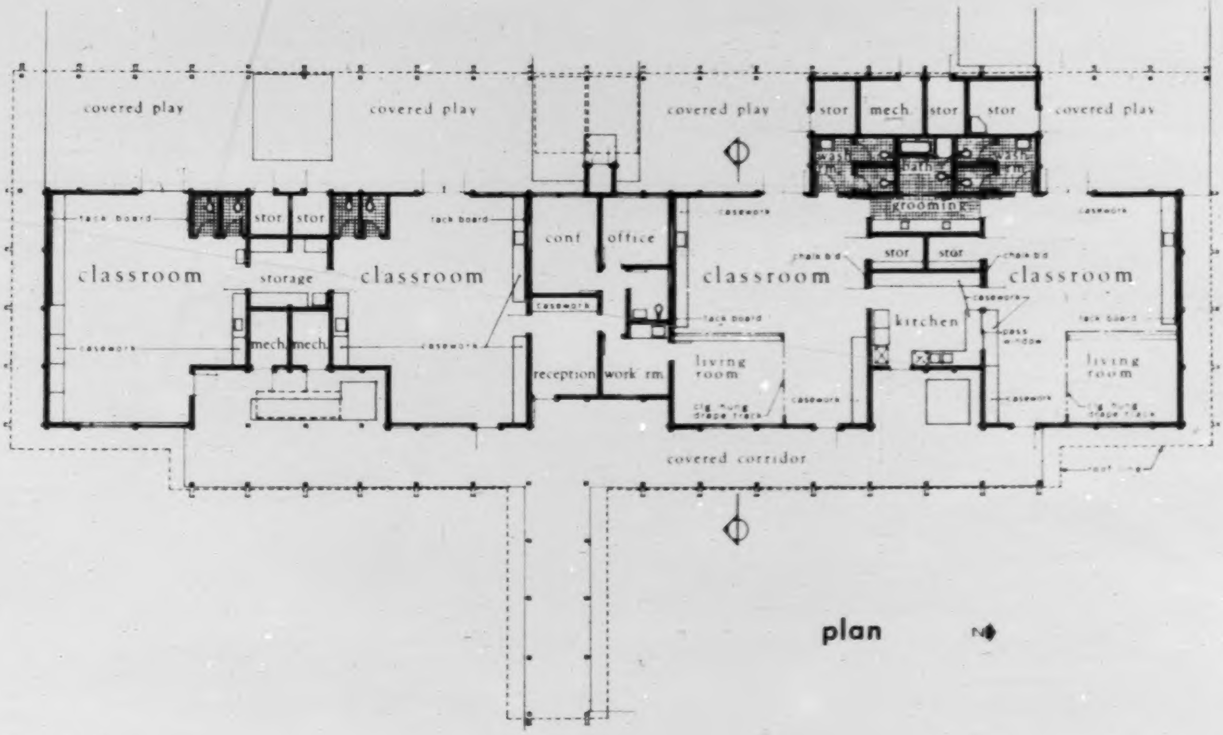
The Newcastle School for Exceptional Children is housed in two buildings. The building designed for physically handicapped children was completed December 1, 1963, and is currently used for programs for the orthopedically handicapped and deaf and severely hard of hearing. The building described here serves as a facility for the trainable mentally retarded and was first occupied in 1966.

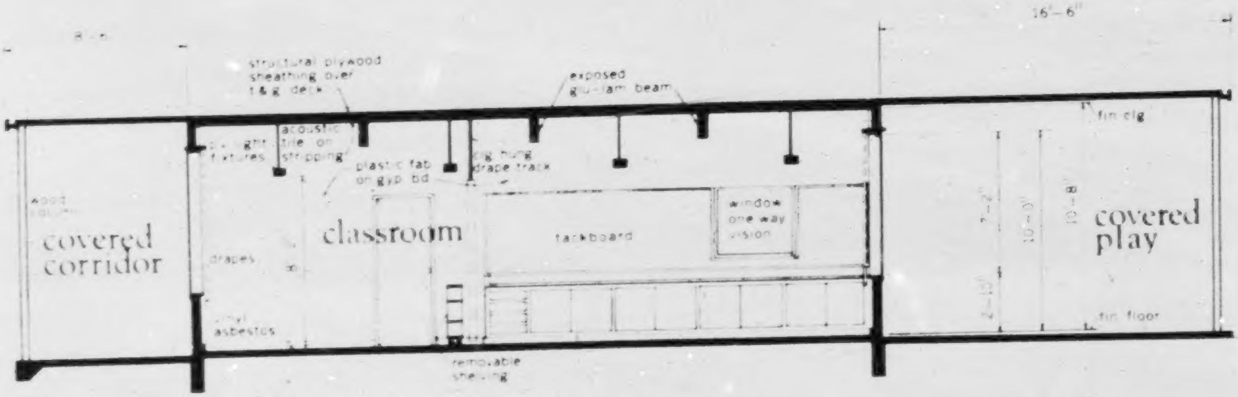
The TMR program at the Newcastle School emphasizes the development of good personal hygiene habits and simple domestic, gardening, and mechanical skills.

Facility Design

The site of the Newcastle facility for trainable mentally retarded children is small, and it is at a steep gradient so that only about one-half the total acreage was usable. The air-conditioned building comprises four classrooms, each with easily supervised individual toilet facilities for boys and girls. Cabinets and storage rooms, which are close to activity areas, provide storage space for equipment. Two of the classrooms serve the upper grades and have their own training kitchen-laundry and grooming-bath facilities. Residential-type furnishings and equipment are used in these areas, as well as in living room areas, to create a homelike environment.

A sheltered patio at each classroom opens to a yard that provides space for varied individual and group activities. The yard includes areas for wheeled and fixed play equipment, turfed areas, and areas for pupil planting projects. The small administration area is located in the center of the complex to allow observation of classroom and yard activities.


covered play
covered play
covered play
stor
mech
stor
stor
covered play
tack board
stor
stor
tack board
conf
office
casework
wash
bath
wash
grooming
casework
classroom
storage
classroom
chalk bd
stor
stor
chalk bd
classroom
classroom
casework
casework
tack board
kitchen
pass window
tack board
casework
mech
mech
casework
reception
work rm
living room
clg hung drape track
casework
casework
living room
clg hung drape track
covered corridor
roof line
plan
N


16'-6"
structural plywood sheathing over t&g deck
exposed glu-lam beam
fin clg
light fixtures
acoustic tile on stripping
plastic fab on gyp bd
clg hung drape track
wood
covered corridor
drapes
classroom
tackboard
window one way vision
7'-2"
10'-0"
10'-8"
2'-10"
covered play
vinyl asbestos
fin floor
removable shelving

section

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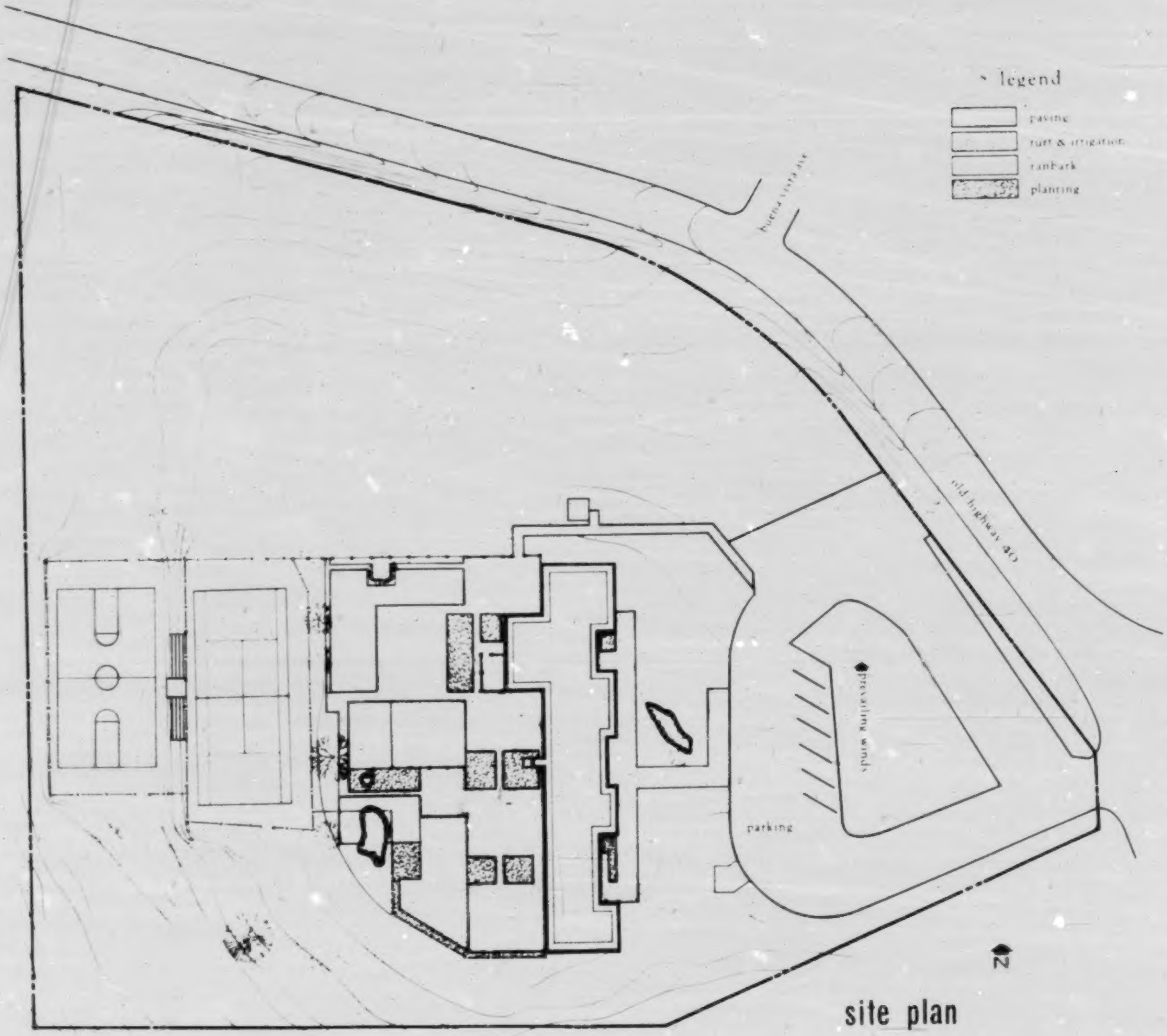
legend
paving
turf & irrigation
tanbark
planting
buena vista ave
old highway 40
prevailing winds
parking
N

site plan

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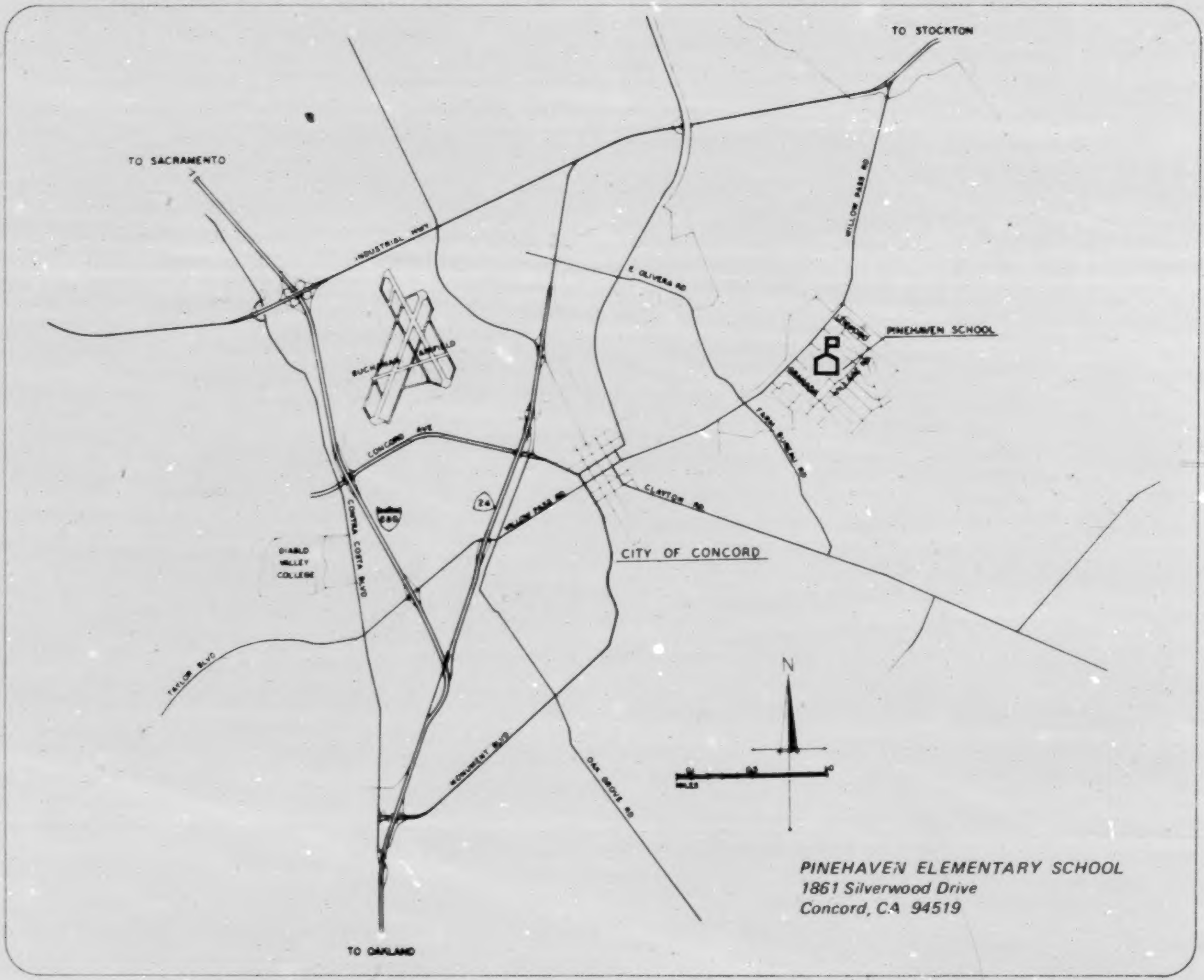
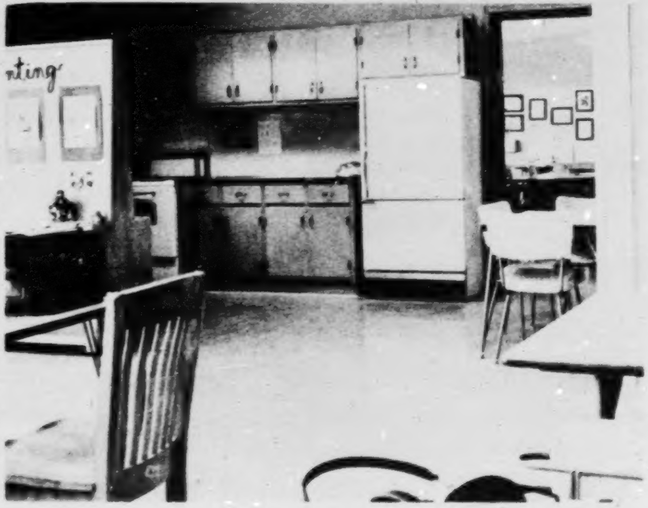
PINEHAVEN ELEMENTARY SCHOOL

Mt. Diablo Unified School District
James L. Merrihew, Superintendent
Hetty Johnson, Principal

Architect: Anderson, Simonds, Dusel, Campini & Milhous
Field representative: Albert L. Kempton
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Five through sixteen years
Maximum capacity of building: 68


TO STOCKTON
TO SACRAMENTO
INDUSTRIAL HWY
E OLIVERA RD
WILLOW PASS RD
PINEHAVEN SCHOOL
BUCHANAN AIRFIELD
CONCORD AVE
FARM BUREAU RD
CLAYTON RD
680
24
WILLOW PASS RD
CITY OF CONCORD
DIABLO
VALLEY
COLLEGE
CONTRA COSTA BLVD
TAYLOR BLVD
MONUMENT BLVD
OAK GROVE RD
N
MILES
TO OAKLAND

PINEHAVEN ELEMENTARY SCHOOL
1861 Silverwood Drive
Concord, CA 94519

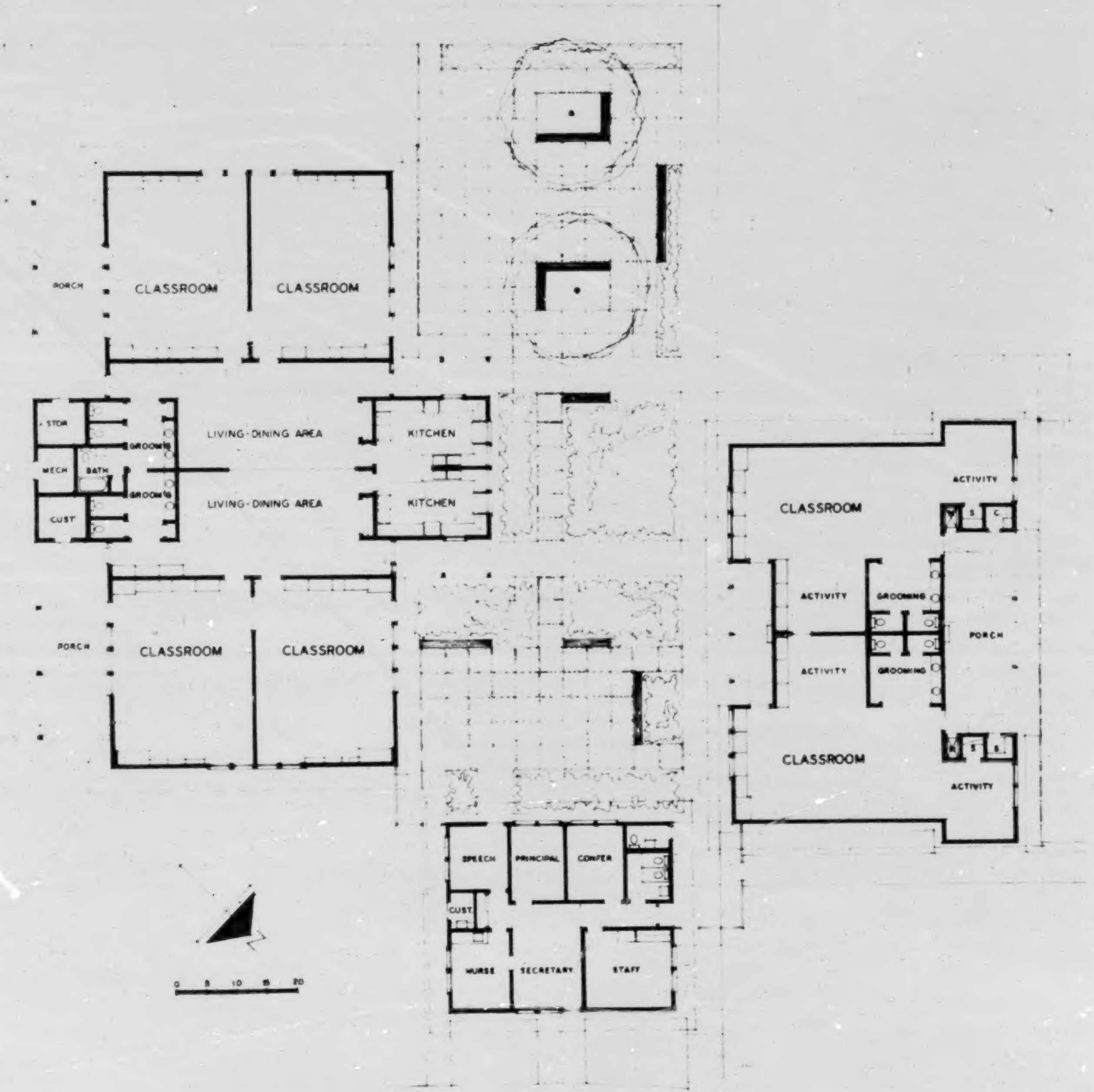


Educational Program

Pinehaven Elementary School provides a program for trainable mentally retarded pupils that is designed to teach them to help themselves and to provide useful services to others in the pupils' homes or in a sheltered environment. Pupils are given highly individualized training in social and physical development and in communication, self-help, and vocational skills. Grouping is based on social competence.

The educational staff consists of six teachers, a part-time speech therapist, five special education aides, and a school nurse.

PINEHAVEN ELEMENTARY SCHOOL *Trainable Mentally Retarded*

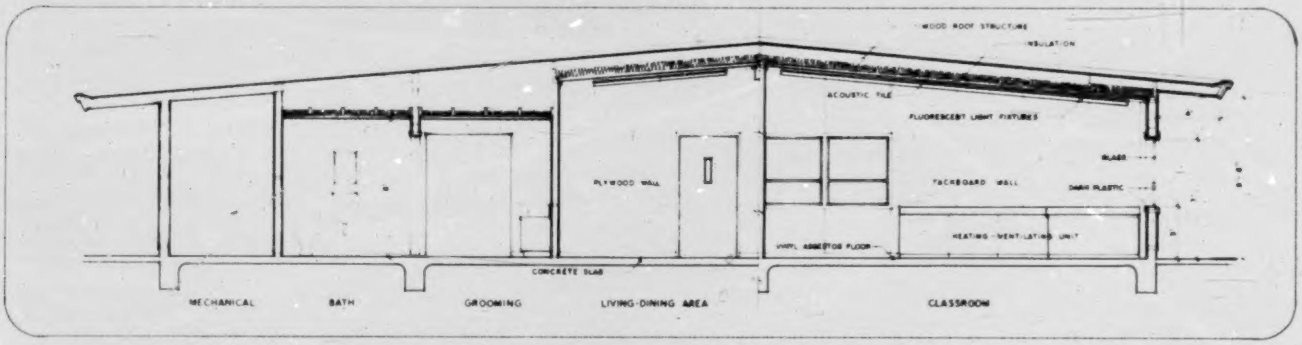

PORCH
CLASSROOM
CLASSROOM
STOR
GROOMING
MECH
BATH
GROOMING
CUST
LIVING-DINING AREA
LIVING-DINING AREA
KITCHEN
KITCHEN
PORCH
CLASSROOM
CLASSROOM
CLASSROOM
ACTIVITY
S
C
ACTIVITY
GROOMING
PORCH
ACTIVITY
GROOMING
CLASSROOM
S
S
ACTIVITY
SPEECH
PRINCIPAL
CONFER
CUST
NURSE
SECRETARY
STAFF
0
5
10
15
20

Facility Design

Pinehaven Elementary School is located in a walnut orchard that is surrounded by a residential area in the city of Concord. The planning concept was based upon maintaining, as nearly as possible, an informal residential character in the buildings and a natural environment on the grounds. The school consists of three separate buildings – one to house administrative activities, another to serve four groups of older pupils, and a third to provide space for two groups of younger children.

The buildings – with their stained cedar exterior siding and beam-supported, low-pitched, broad-eaved roofs – are tastefully grouped around a pleasant landscaped court. This court provides opportunities both for instruction and for student participation in gardening activities.

The classrooms in the building that houses the older students are grouped around an area designed for a variety of activities. Instruction in domestic skills is also provided in this area, which is served by a kitchen that includes facilities suitable for use by the pupils. The interior of the building for the younger children is arranged to allow areas of activity and quiet, all of which can be supervised easily.


WOOD ROOF STRUCTURE
INSULATION
ACOUSTIC TILE
FLUORESCENT LIGHT FIXTURES
PLYWOOD WALL
GLASS
TACKBOARD WALL
DARK PLASTIC
HEATING - VENTILATING UNIT
VINYL ASBESTOS FLOOR
CONCRETE SLAB
MECHANICAL
BATH
GROOMING
LIVING-DINING AREA
CLASSROOM

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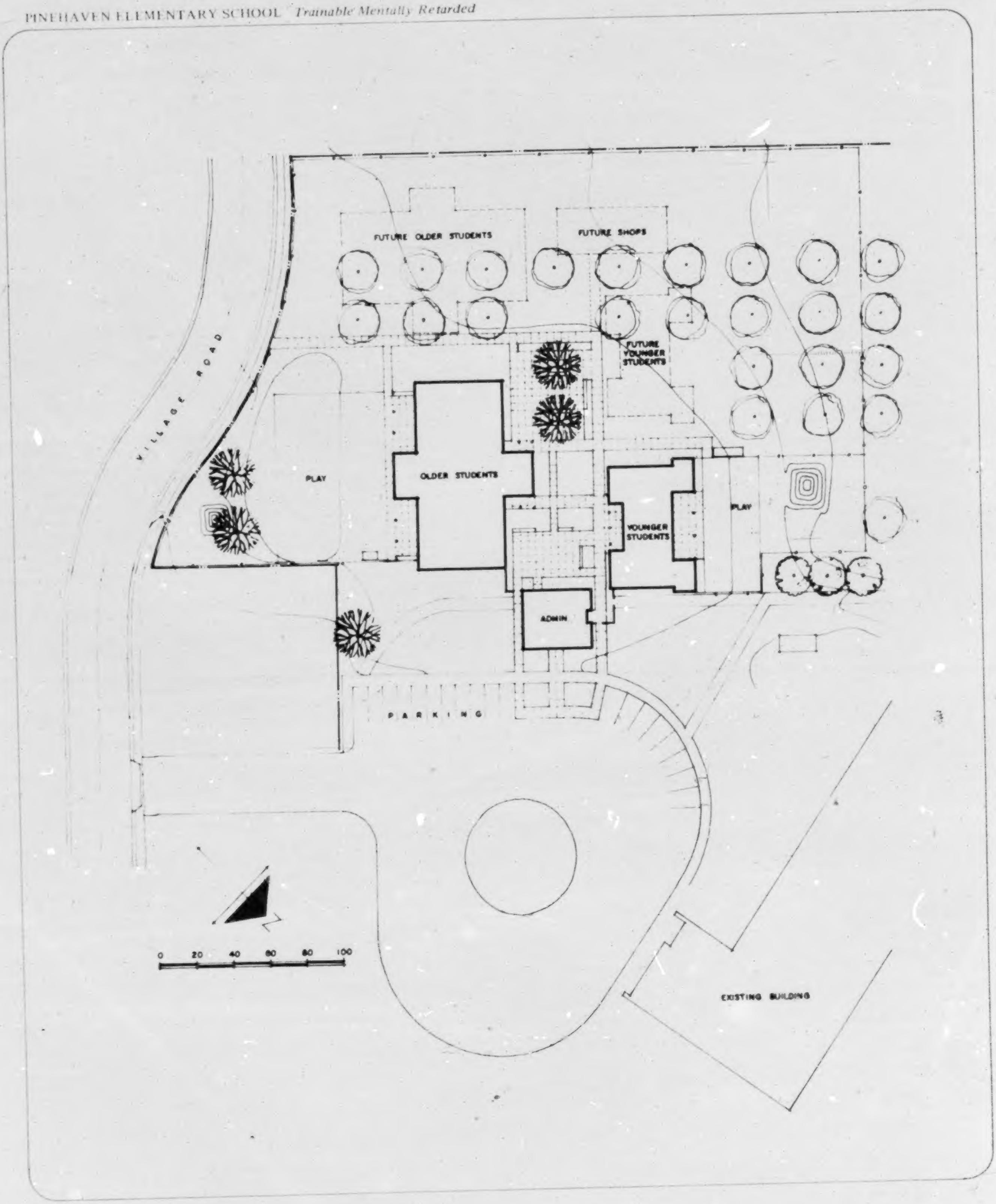
PINEHAVEN ELEMENTARY SCHOOL *Trainable Mentally Retarded*


FUTURE OLDER STUDENTS
FUTURE SHOPS
FUTURE YOUNGER STUDENTS
VILLAGE ROAD
PLAY
OLDER STUDENTS
YOUNGER STUDENTS
PLAY
ADMIN
PARKING
EXISTING BUILDING
0
20
40
60
80
100

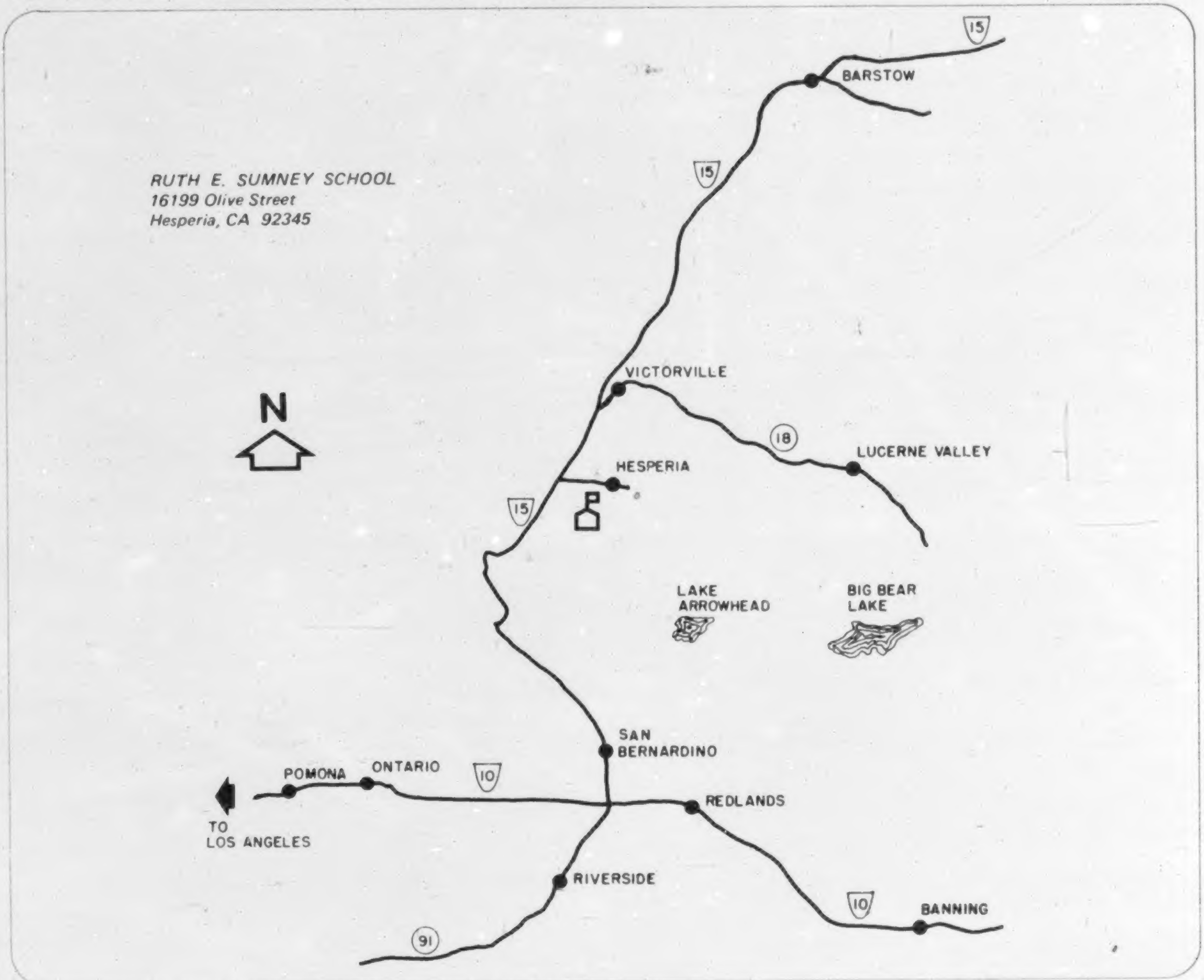
RUTH E. SUMNEY SCHOOL

Office of the San Bernardino County Superintendent of Schools
Roy C. Hill, Superintendent
Charles Loy, Principal

Architect: Frick, Frick & Jette
Field representative: Darrel H. Slocum
Source of funding: State School Building Aid
Date building first occupied: 1970
Age range of pupils: Five through eighteen years
Maximum capacity of building: 72

Educational Program

The classroom environment at Ruth E. Sumney School is a home-type environment. The TMR pupils are thus afforded an opportunity to integrate their social development with the development of simple skills and habits pertaining to their daily lives. Instruction involves personal health care, home duties, and domestic work, such as cooking, making beds, simple repairs, car washing, and gardening. Activities vary in accordance with each pupil's ability and age.


RUTH E. SUMNEY SCHOOL
16199 Olive Street
Hesperia, CA 92345
N
15
BARSTOW
15
VICTORVILLE
18
LUCERNE VALLEY
HESPERIA
15
LAKE ARROWHEAD
BIG BEAR LAKE
SAN BERNARDINO
POMONA
ONTARIO
10
TO LOS ANGELES
REDLANDS
RIVERSIDE
10
BANNING
91

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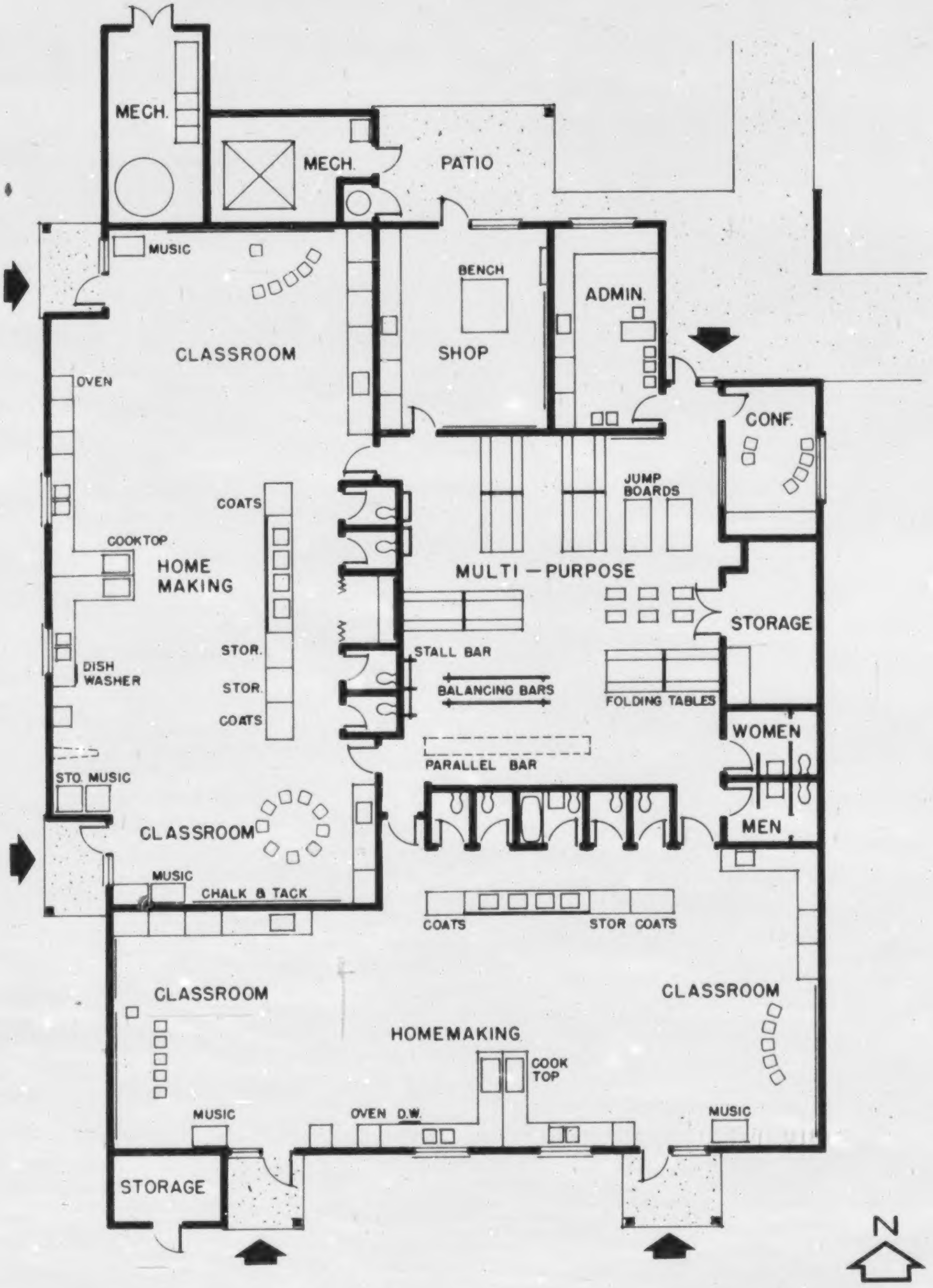
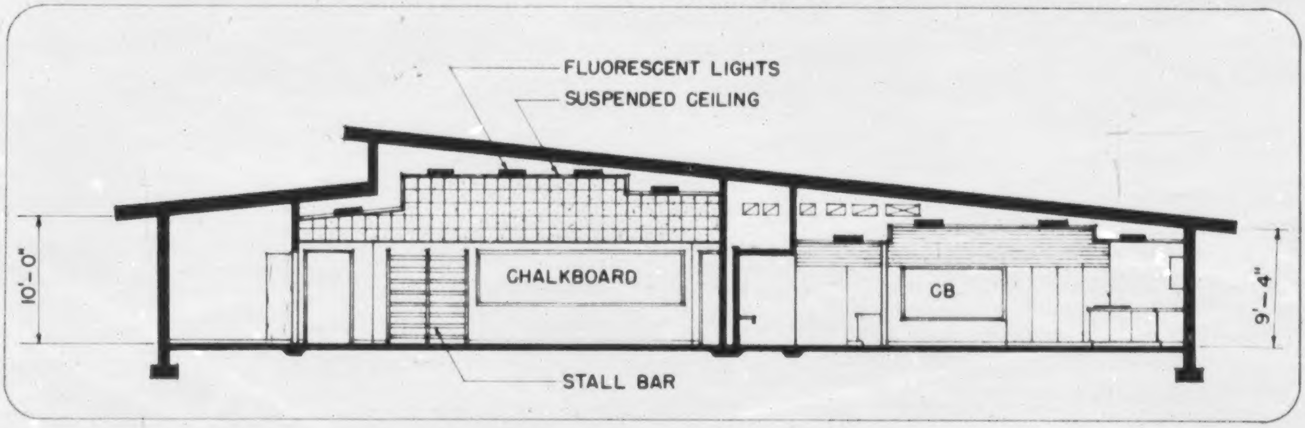
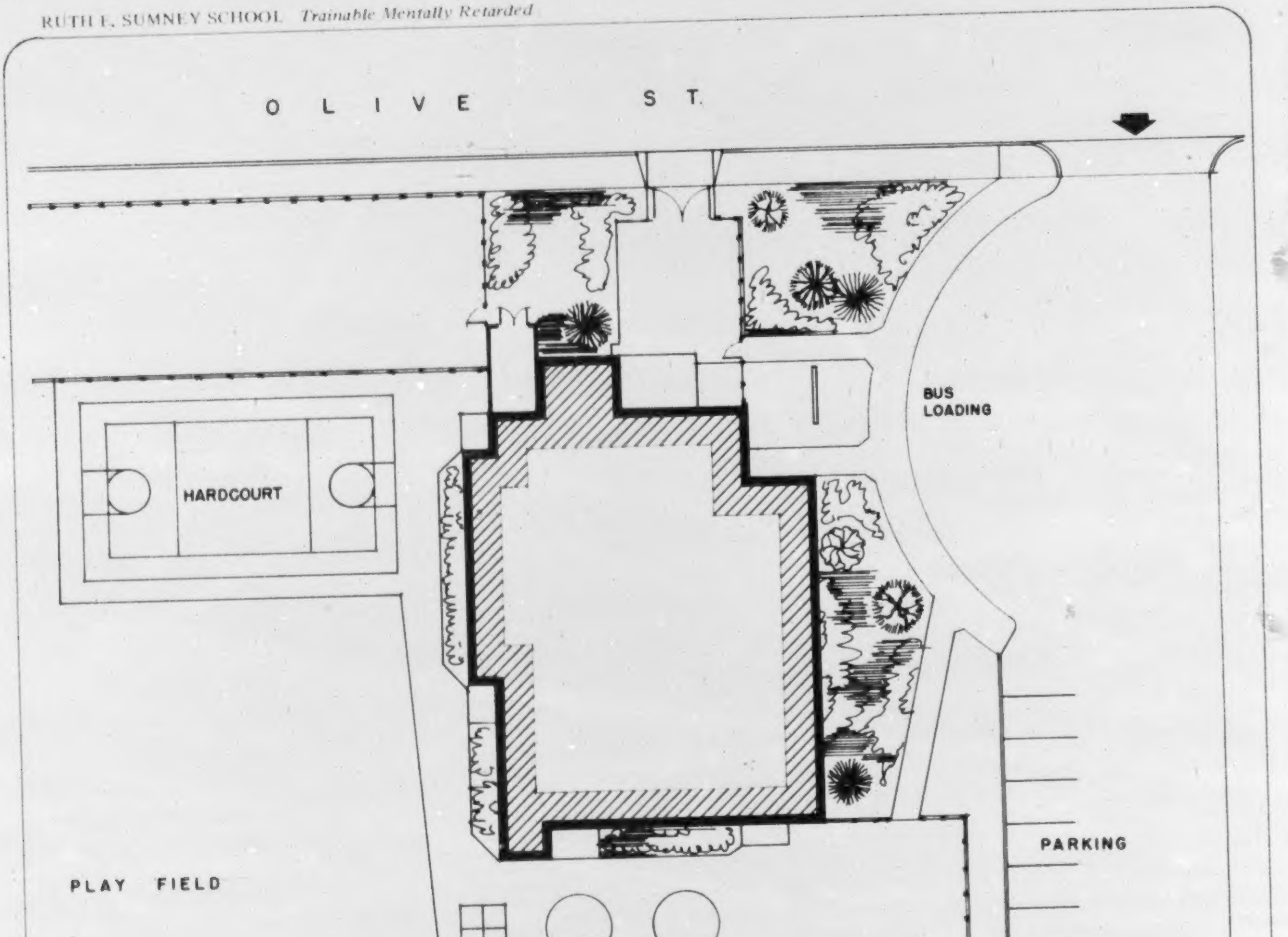

MECH.
MECH.
PATIO
MUSIC
CLASSROOM
BENCH
SHOP
ADMIN.
CONF.
OVEN
COATS
JUMP BOARDS
COOKTOP
HOME MAKING
MULTI — PURPOSE
STORAGE
STOR.
STALL BAR
DISH WASHER
STOR.
BALANCING BARS
FOLDING TABLES
COATS
WOMEN
PARALLEL BAR
STO. MUSIC
CLASSROOM
MEN
MUSIC
CHALK & TACK
COATS
STOR COATS
CLASSROOM
CLASSROOM
HOMEMAKING
COOK TOP
MUSIC
OVEN D.W.
MUSIC
STORAGE
N

Facility Design

Ruth E. Sumney School consists of a single building that contains four classrooms grouped around a multipurpose room with visual aid facilities and an adjacent storage room. The building separates two outside activity areas. The facility includes a home-type kitchen with a dishwasher and laundry equipment, a simulated bedroom and living room, and a functional training bathroom with adjacent wash basins and a shielded grooming area. Space was also allowed for equipment designed for coordination training and motor development. A separate vocational room is used for training in simple household repairs. The school is carpeted and air conditioned throughout.

An outside storage area provides space for wheeled toys, outdoor equipment, and garden tools. There is direct access from all classrooms to play area, car wash, garden area, and bus loading area.

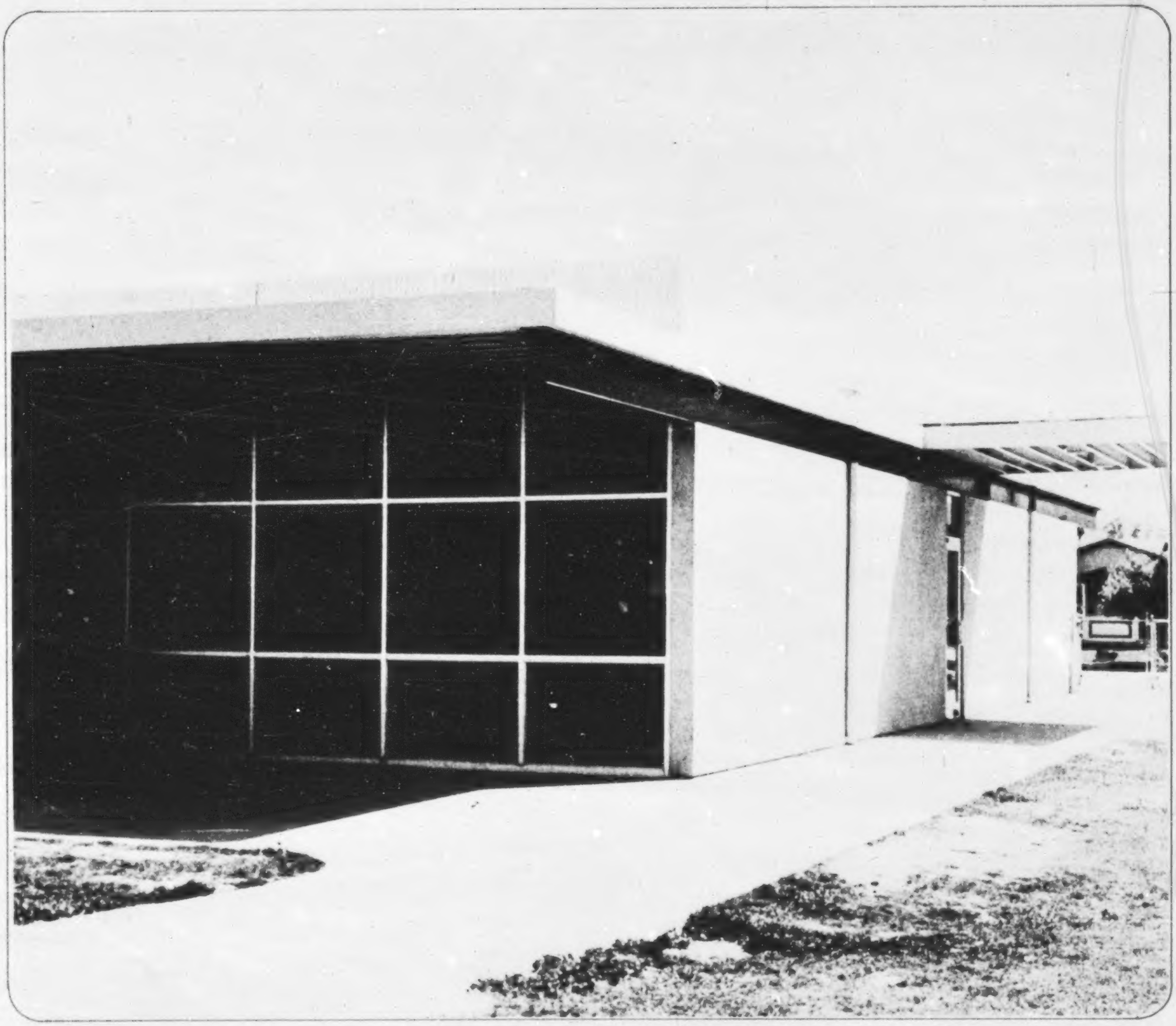



OLIVE ST.
BUS LOADING
HARDCOURT
PLAY FIELD
PARKING
PAVED PLAY AREA
N
APPARATUS PLAY AREA

SEQUOIA JUNIOR HIGH SCHOOL

Simi Valley Unified School District
Walter J. Ziegler, Superintendent
Frank Finch, Principal
Brian Ross, Lead Teacher

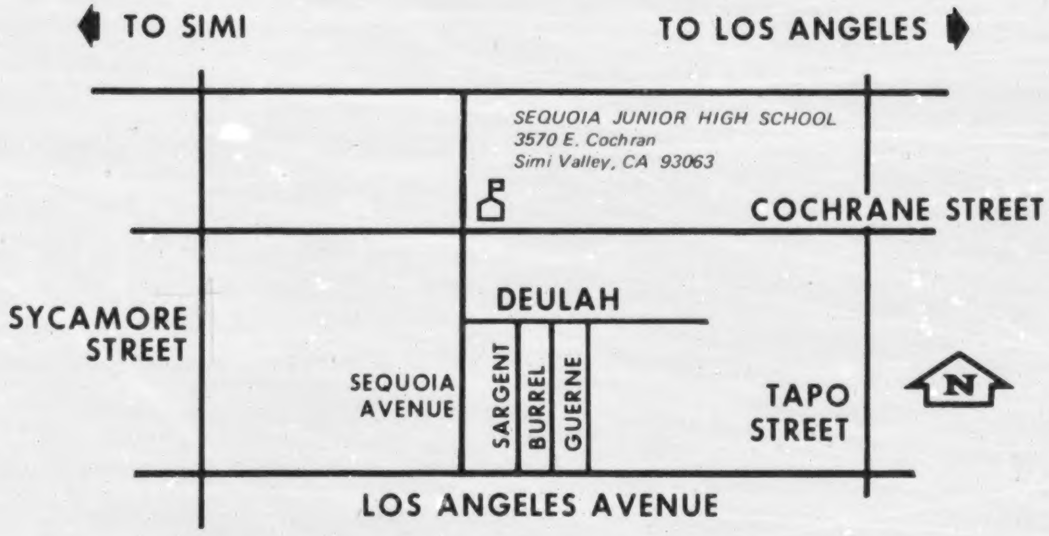
Architect: Daniel, Mann, Johnson & Mendenhall
Field representative: Charles H. Ambellan
Source of funding: State School Building Aid
Date building first occupied: 1969
Age range of pupils: Six through twenty-one years
Maximum capacity of building: 36



Educational Program

The facility for trainable mentally retarded minors at Sequoia Junior High School allows for social and educational interaction between regular and special education pupils, teachers, and administrators. Team teaching techniques are used at the facility, and there are group activities as well as individual instruction.

The facility offers TMR pupils the opportunity to learn to function effectively in the home and emphasizes such activities as table setting, preparation and serving of meals, and care and maintenance of household furnishings. Grooming and personal hygiene are also covered. Training is provided in the use of shop equipment and tools, gardening, and car washing.


TO SIMI
TO LOS ANGELES
SEQUOIA JUNIOR HIGH SCHOOL
3570 E. Cochran
Simi Valley, CA 93063
COCHRANE STREET
DEULAH
SYCAMORE STREET
SEQUOIA AVENUE
SARGENT
BURREL
GUERNE
TAPO STREET
N
LOS ANGELES AVENUE

baby
mama
papa
daddy
home
school
book
chair
table
teachers
Pat
Louise

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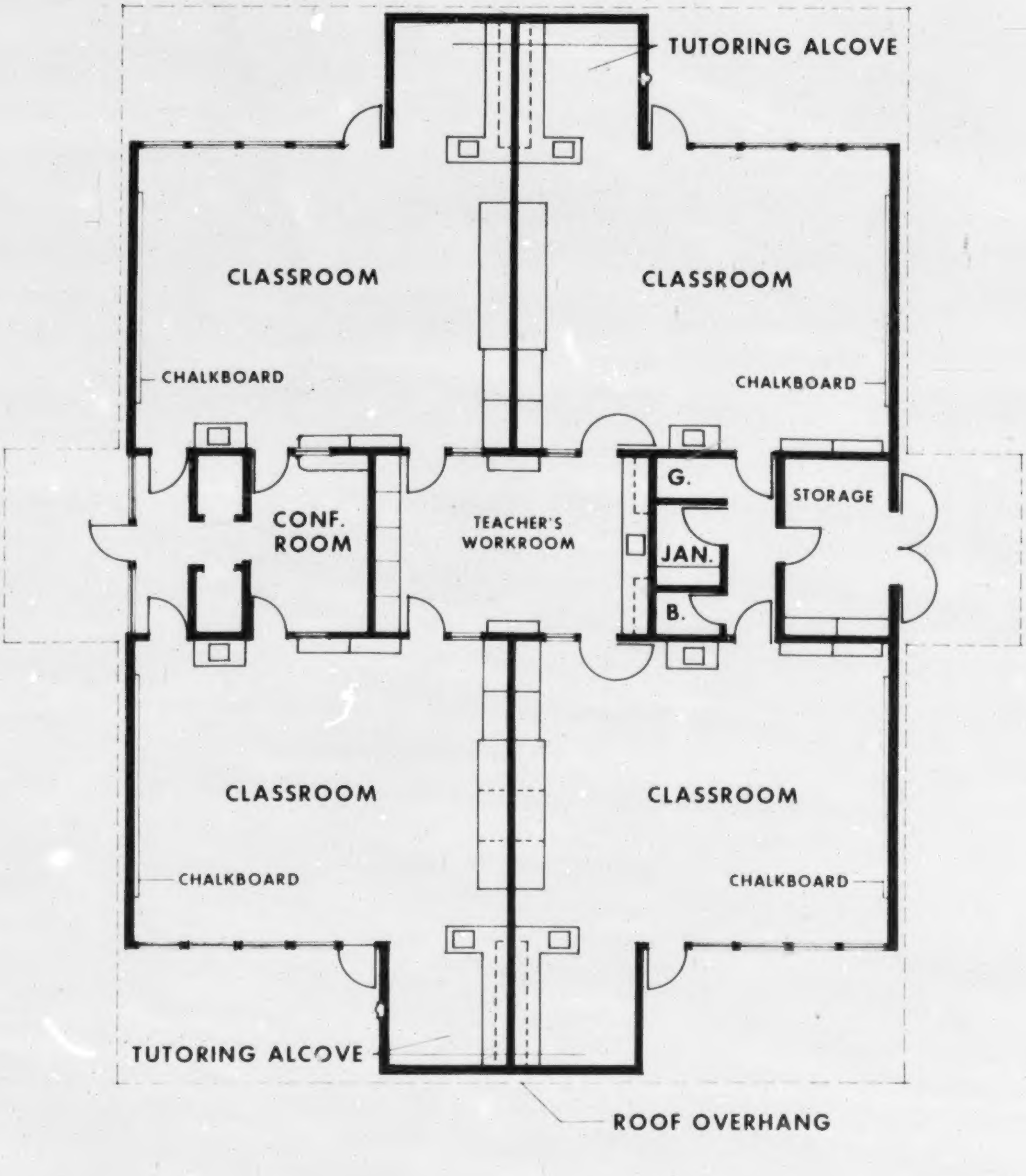
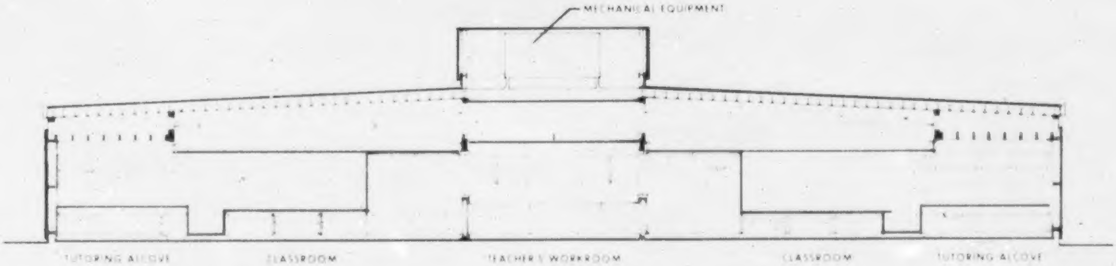
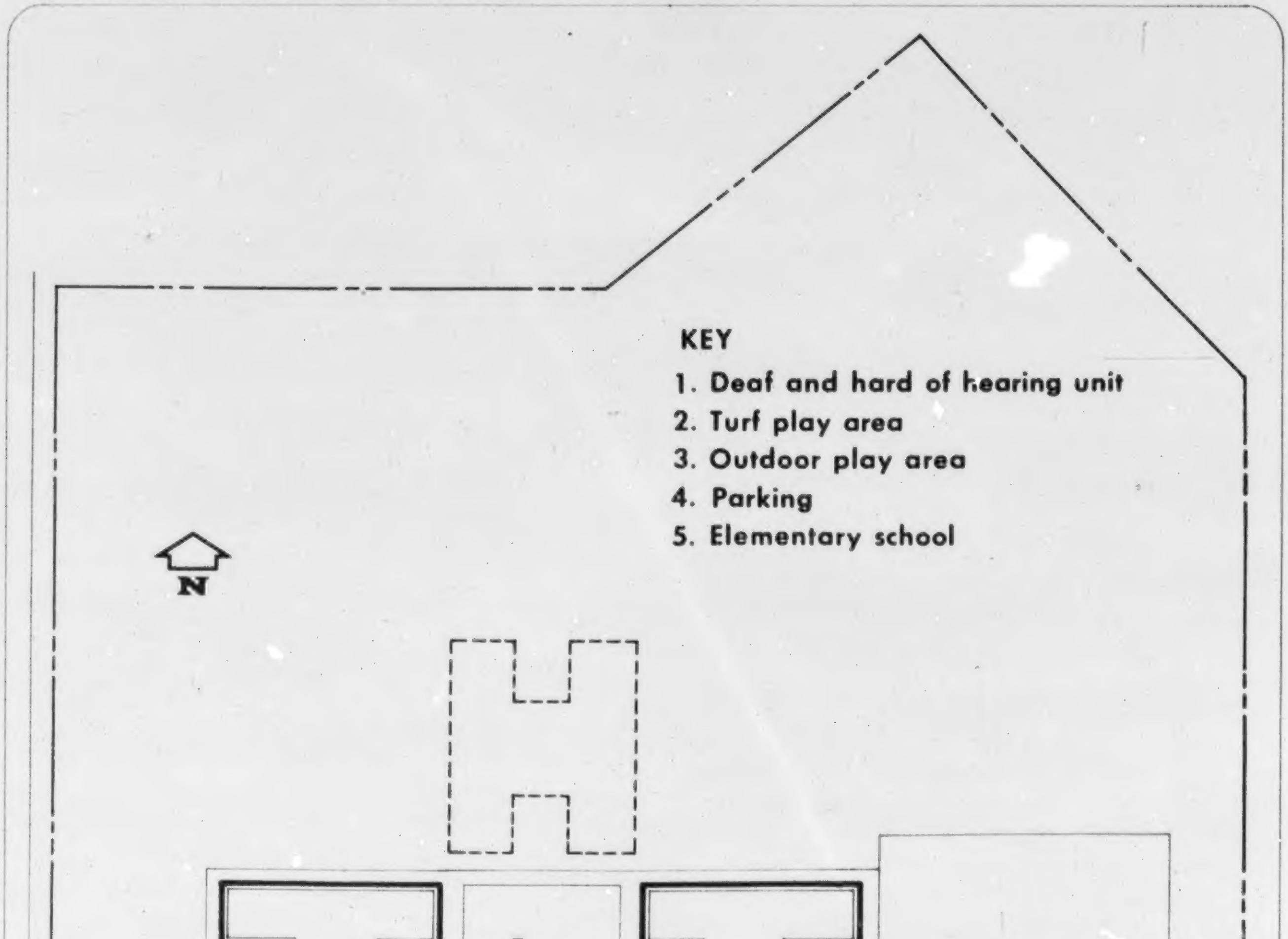

TUTORING ALCOVE
CLASSROOM
CLASSROOM
CHALKBOARD
CHALKBOARD
CONF. ROOM
TEACHER'S WORKROOM
G.
JAN.
B.
STORAGE
CLASSROOM
CLASSROOM
CHALKBOARD
CHALKBOARD
TUTORING ALCOVE
ROOF OVERHANG

Facility Design

The TMR facility at Sequoia Junior High School consists of a four-classroom complex and an easily accessible home living-training center in which movable walls provide flexibility. The center has all the basic characteristics of a modern, fully furnished home. Auxiliary areas include a workshop, a conference room, a nurse's office, and a staff room.


MECHANICAL EQUIPMENT
TUTORING ALCOVE
CLASSROOM
TEACHER'S WORKROOM
CLASSROOM
TUTORING ALCOVE

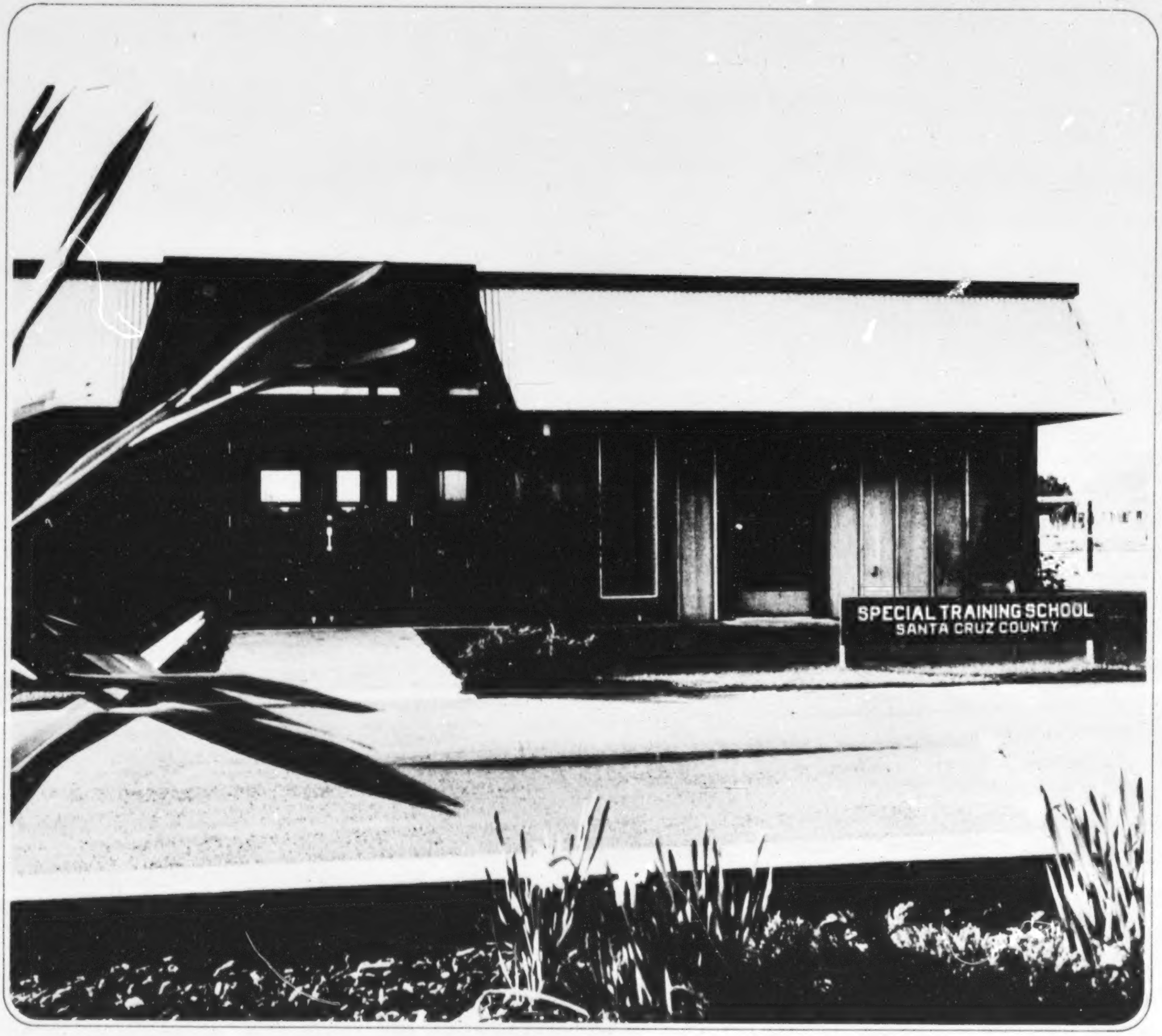
SEQUOIA JUNIOR HIGH SCHOOL *Trainable Mentally Retarded*


KEY
1. Deaf and hard of hearing unit
2. Turf play area
3. Outdoor play area
4. Parking
5. Elementary school
N
5.
1.
2.
4.
3.

SPECIAL TRAINING FARM

Pajaro Valley Joint Unified School District
John W. Duncan, Superintendent
Mrs. Eve Pecchenino, Principal

Architect: Warren Wong
Field representative: James Orsburn
Source of funding: State School Building Aid
Date building first occupied: 1966
Age range of pupils: Twelve through twenty-one years
Maximum capacity of building: 48

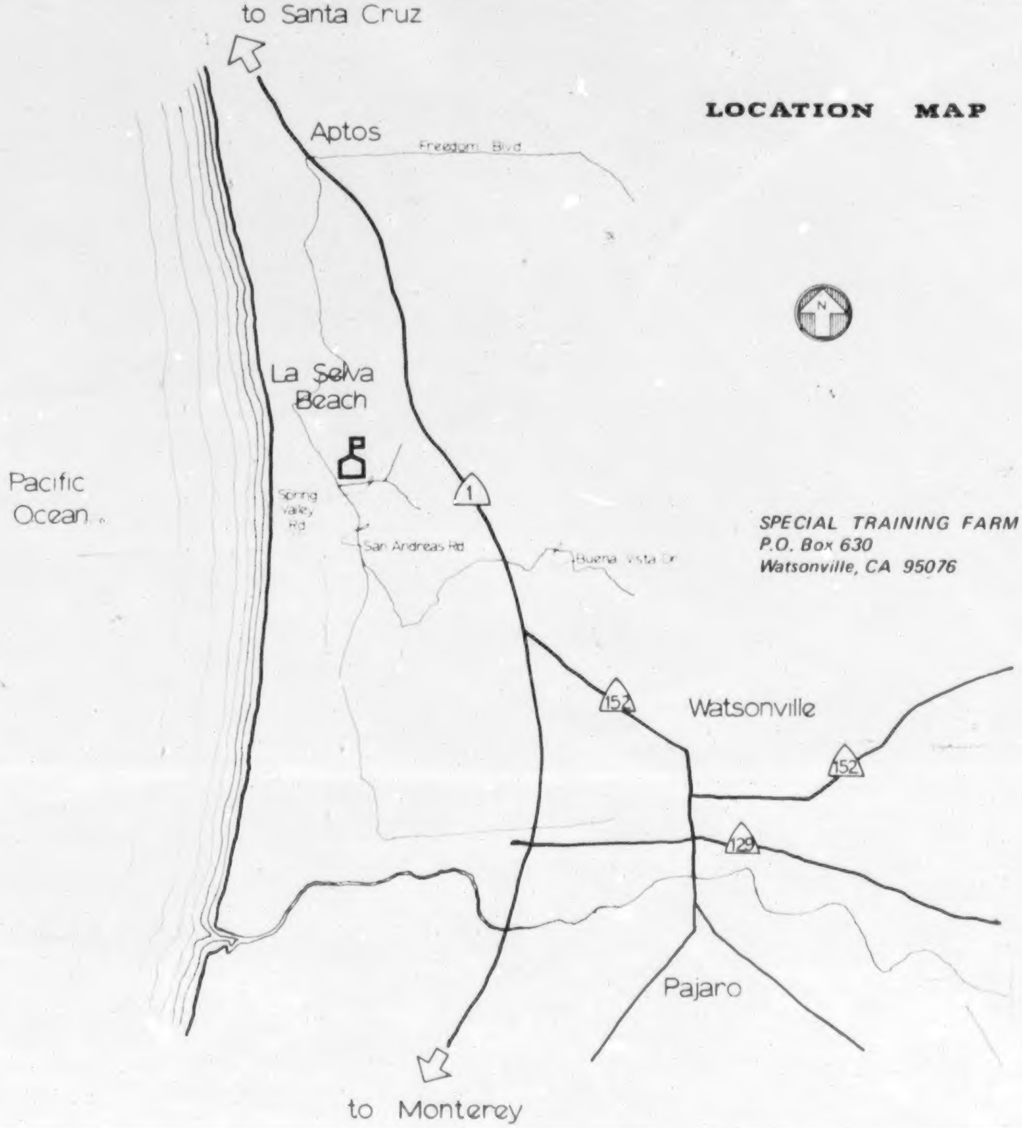

SPECIAL TRAINING SCHOOL
SANTA CRUZ COUNTY

Educational Program

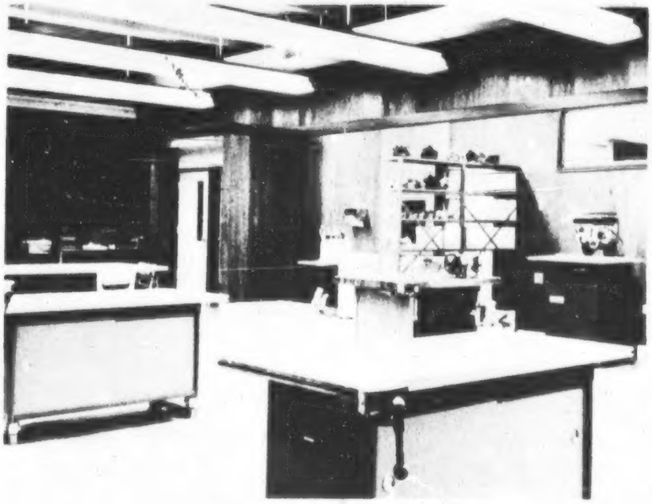
The Special Training Farm is open to trainable mentally retarded children from San Benito and Santa Cruz counties and the northern area of Monterey County.

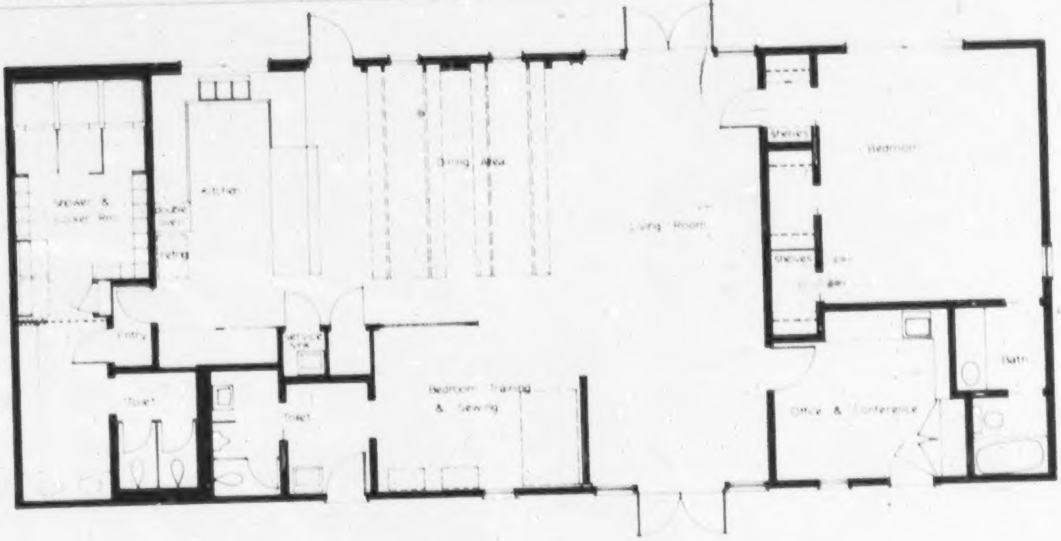
The curriculum of the Special Training Farm is oriented to prevocational training in agriculture for trainable mentally retarded minors, aged twelve through twenty-one years. It covers the following areas: (1) social behavior; (2) self-care; (3) communications; (4) basic knowledge; (5) practical skills; and (6) body usage. Each instructional unit is designed to encourage development in these areas; for instance, the homemaking unit is designed to train both girls and boys in the skills of home management; and the ornamental horticulture unit, facilities for which include a greenhouse, a lathhouse, and individual plots for pupil projects, provides opportunities for experiences in basic labor skills, such as plant identification and control, soil management, propagation of plants, and uses of fertilizers and insecticides.

LOCATION MAP


to Santa Cruz
Aptos
Freedom Blvd
N
La Selva Beach
Pacific Ocean
Spring Valley Rd
San Andreas Rd
Buena Vista Dr
1
152
Watsonville
152
129
Pajaro
to Monterey

SPECIAL TRAINING FARM
P.O. Box 630
Watsonville, CA 95076




Shower & Locker Rm
Kitchen
Double Oven
Dining Area
Living Room
Shelves
Bedroom
Shelves
Entry
Toilet
Toilet
Bedroom Training & Sewing
Office & Conference
Bath

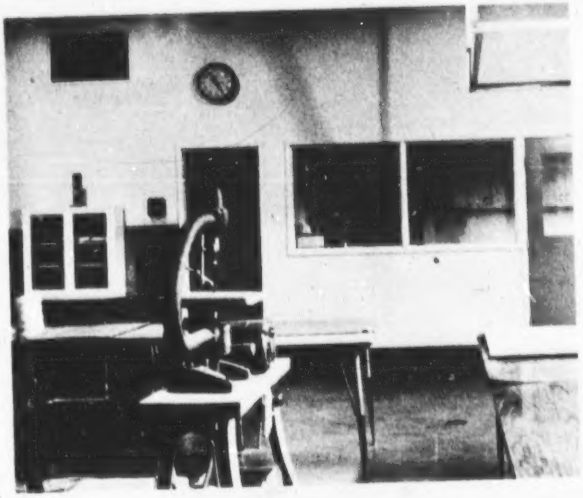
HOMEMAKING BUILDING · FLOOR PLAN

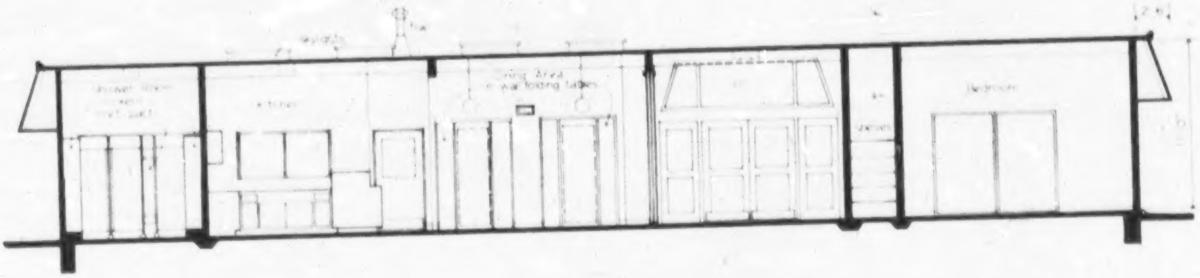
Facility Design

The training farm consists of two main buildings and outdoor work areas that include a permanent pasture area, a field crop area, and an ornamental horticulture area.

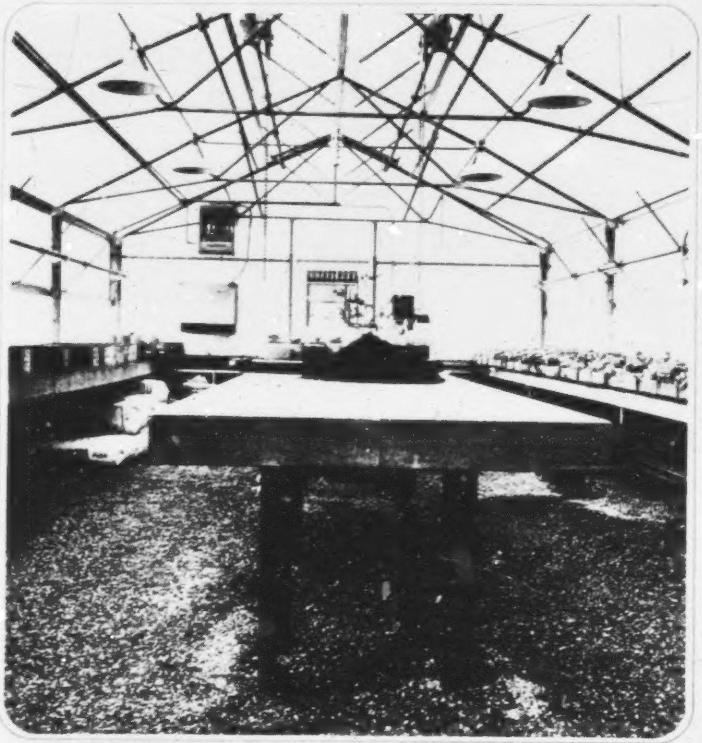
The processing and faculty at the Special Training Farm houses a diagnostic and counseling center and a sheltered workshop whose services are cooperative interagency operations coordinated by the Office of the Santa Cruz County Superintendent of Schools.

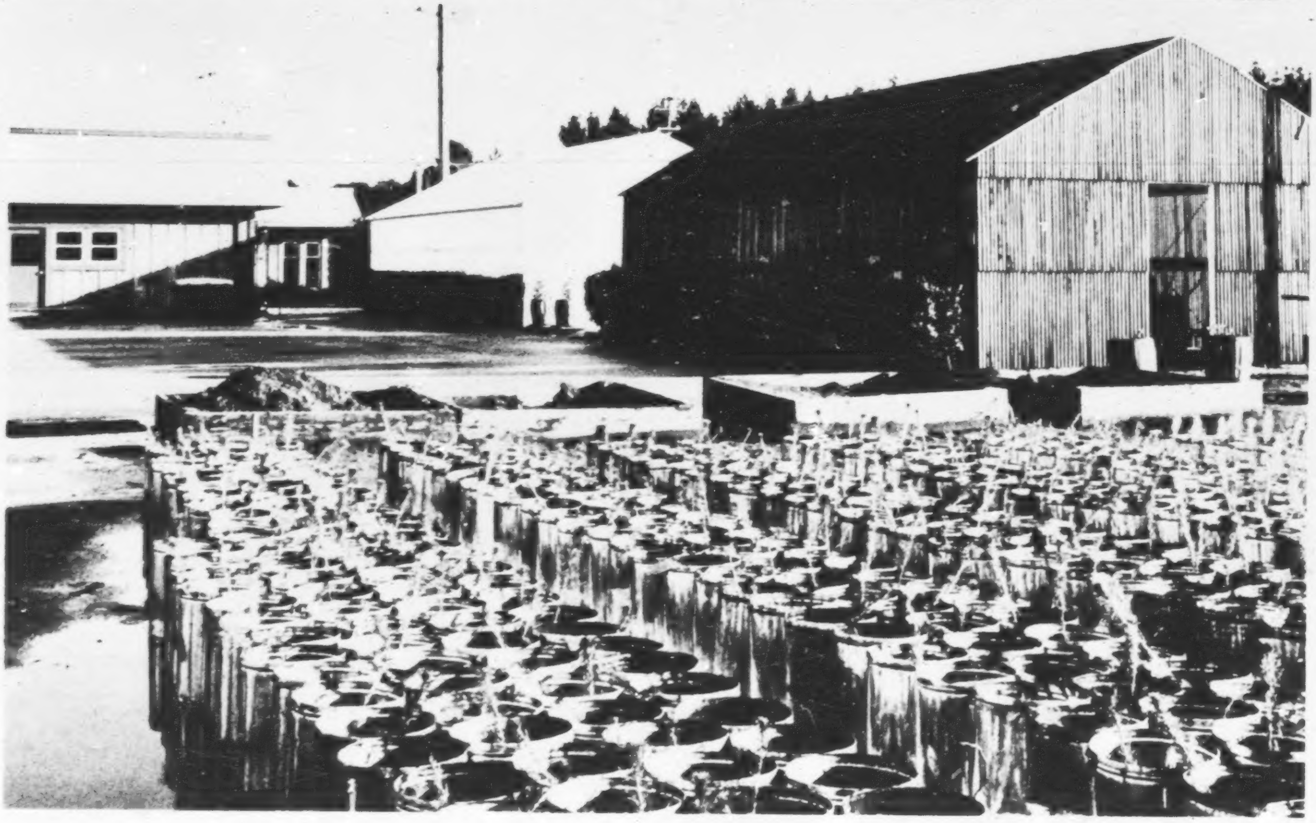
Pupils use the shop and agriculture building to learn woodworking and packaging. They also attend lectures and group discussions here on ornamental horticulture and animal husbandry. This building is also used for training pupils to do maid, motel, and hotel matron work. There is a grooming area for the pupils.



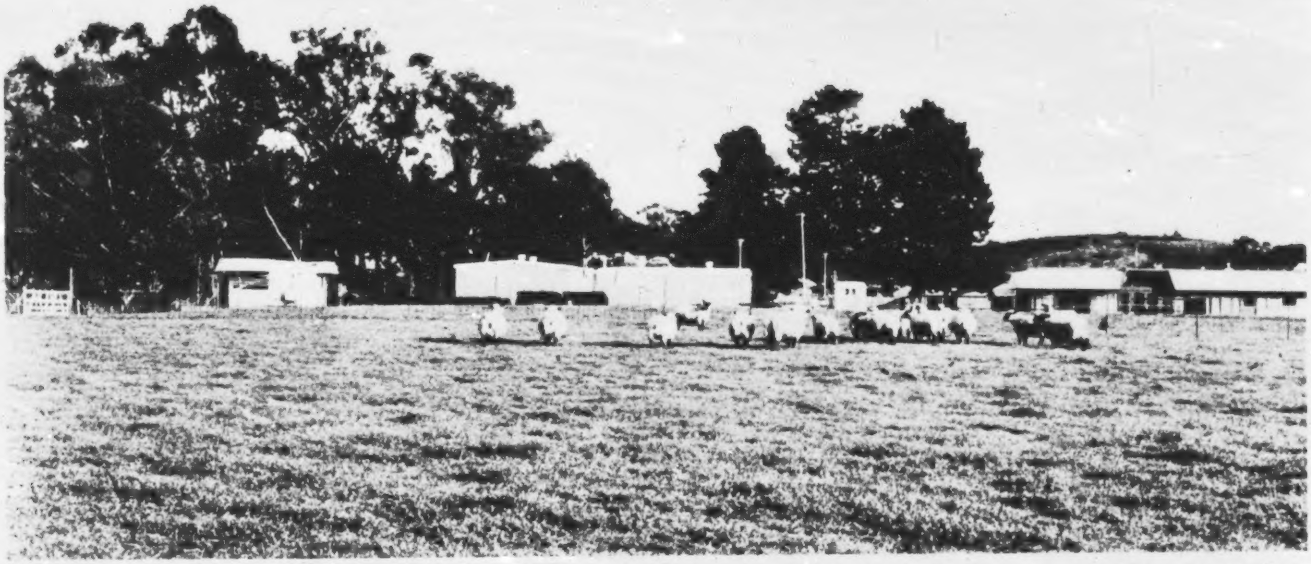

Shower Room
Kitchen
Dining Area
Bedroom
Shelves

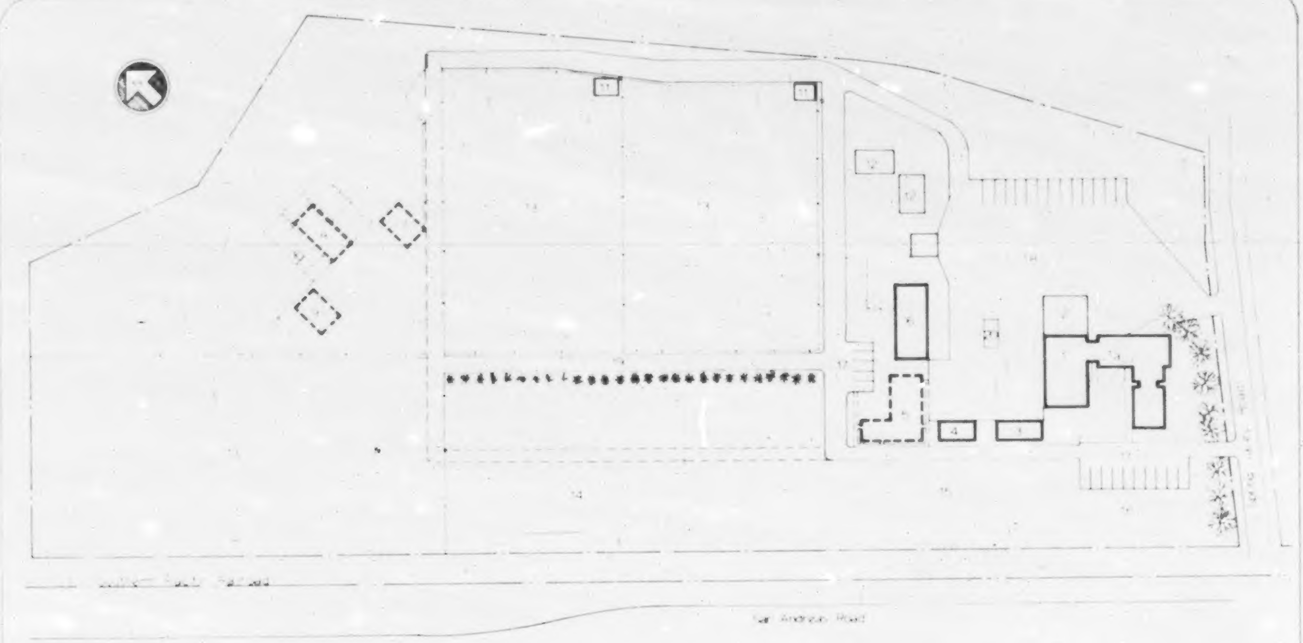
SECTION





SPECIAL TRAINING FARM *Trainable Mentally Retarded*





Key

1 Receiving Building   1a Faculty Building
2 Hot Wash
3 Greenhouse
4 Lath House
5 [illegible] Unit
6 Homemaking Building
7 Agricultural Mechanics Lab
8 Livestock Experimental Laboratory
9 Poultry Experimental Laboratory
10 Pen Stalls
11 Animal Shelter
12 Storage Shed
13 Pasture
14 Field Crops
15 Ornamental Horticulture
16 Fruit Trees
17 Parking
18 Paved Area
19 Dirt Path
20 Flagpole

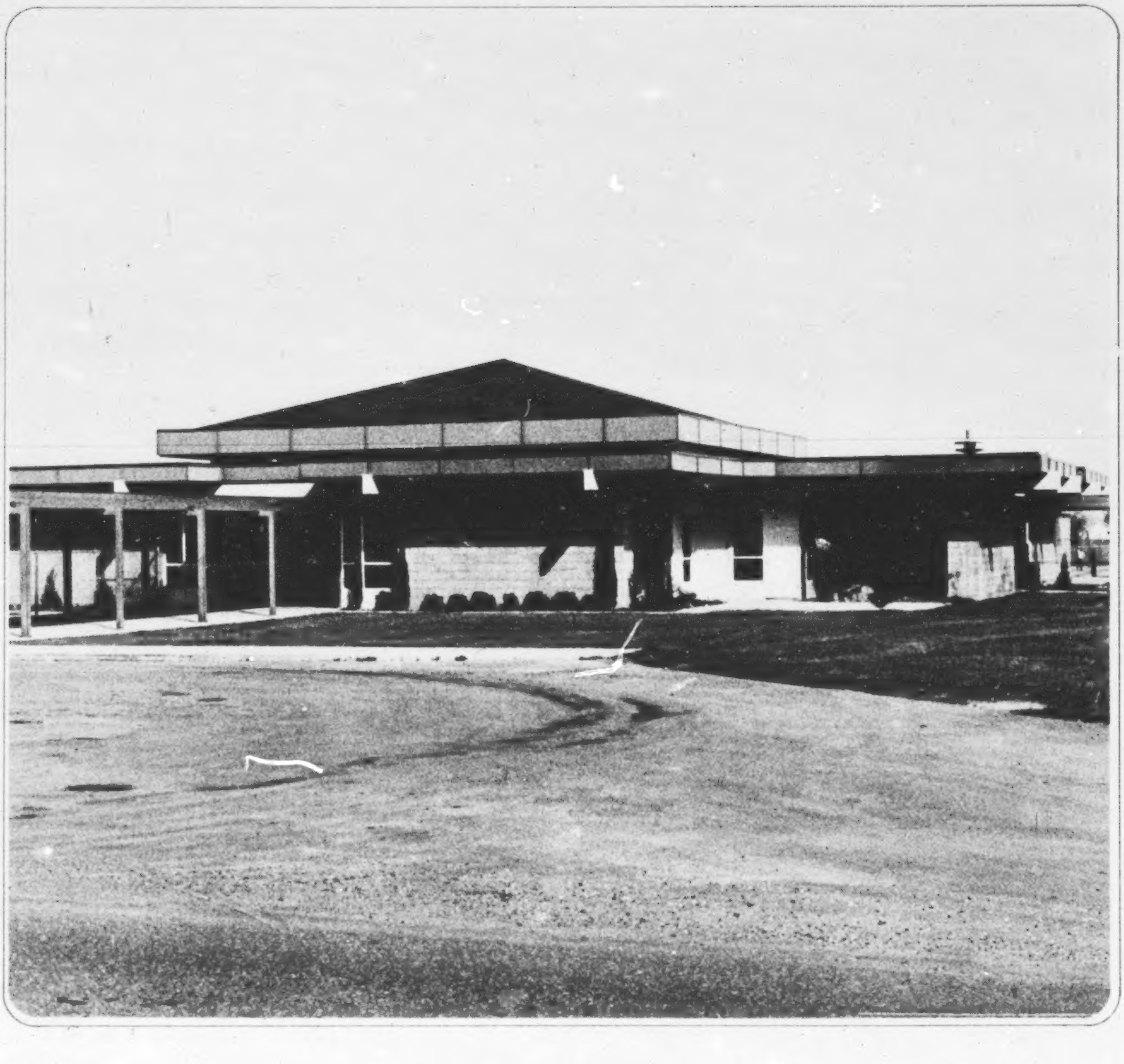
SITE PLAN

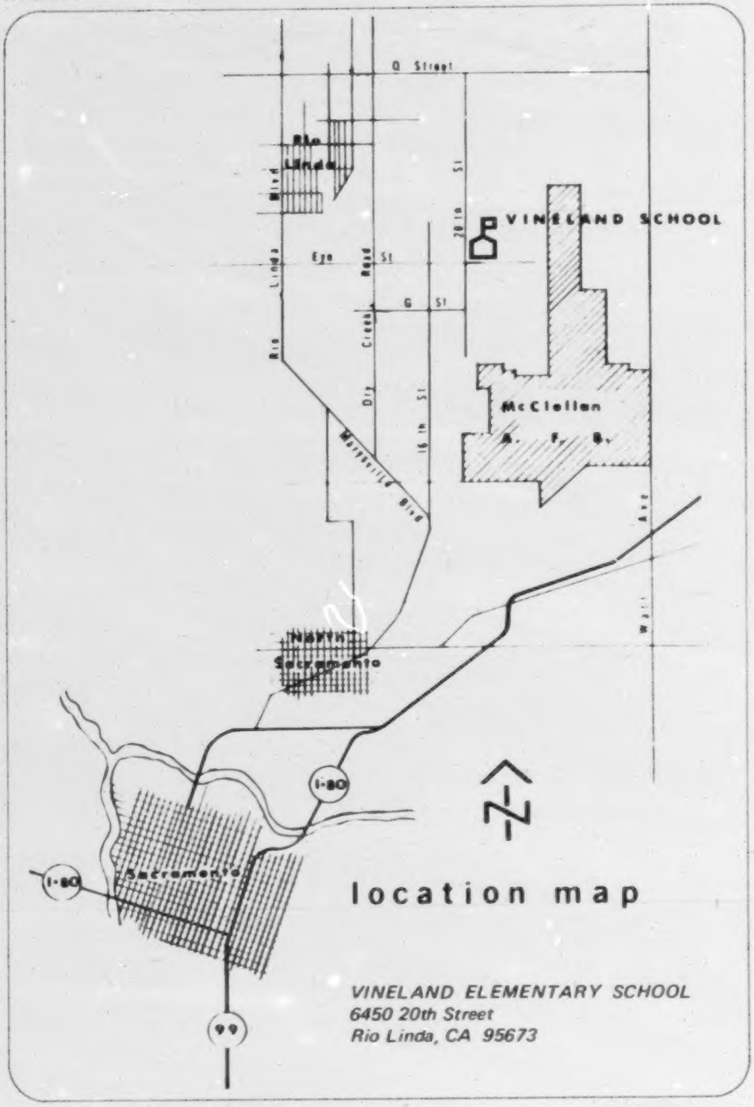
Scale 1"=

VINELAND ELEMENTARY SCHOOL

Rio Linda Union Elementary School District
Frederick C. Joyce, Superintendent
Donal Jassel, Principal

Architect: Cox and Liske
Field representative: Wilho Martin
Source of funding: State School Building Aid
Date building first occupied: 1967
Age range of pupils: Five through twelve years
Maximum capacity of building: 60




Q Street
Rio Linda
Rio Linda Blvd
20th St
VINELAND SCHOOL
Eye St
Dry Creek Road
G St
McClellan A. F. B.
Marysville Blvd
16th St
Watt Ave
North Sacramento
I-80
Sacramento
I-80
99
N

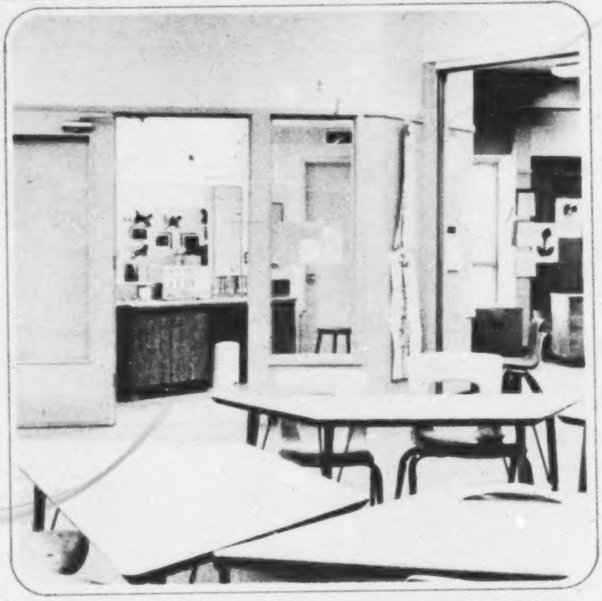
location map

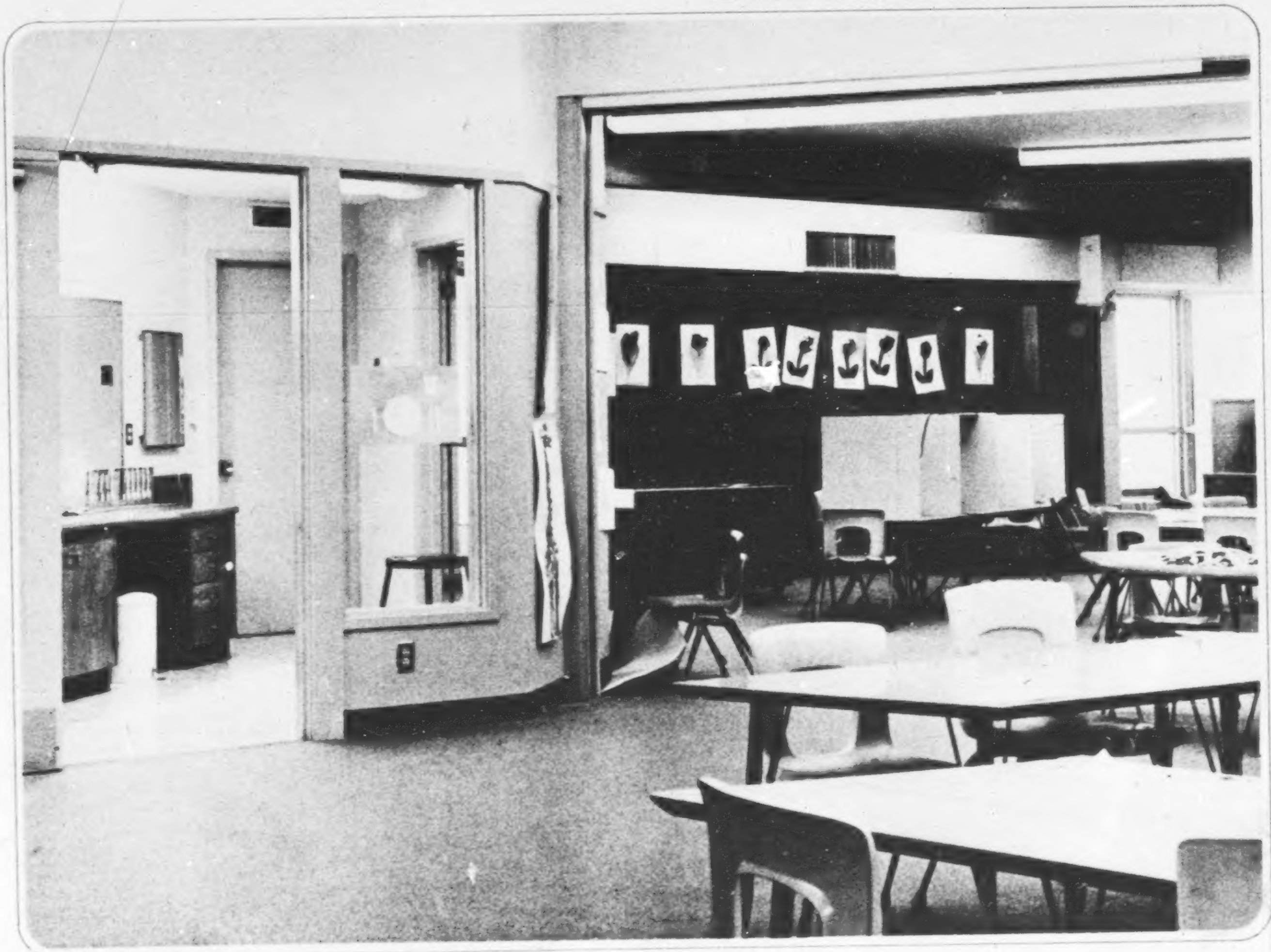
VINELAND ELEMENTARY SCHOOL
6450 20th Street
Rio Linda, CA 95673

Educational Program

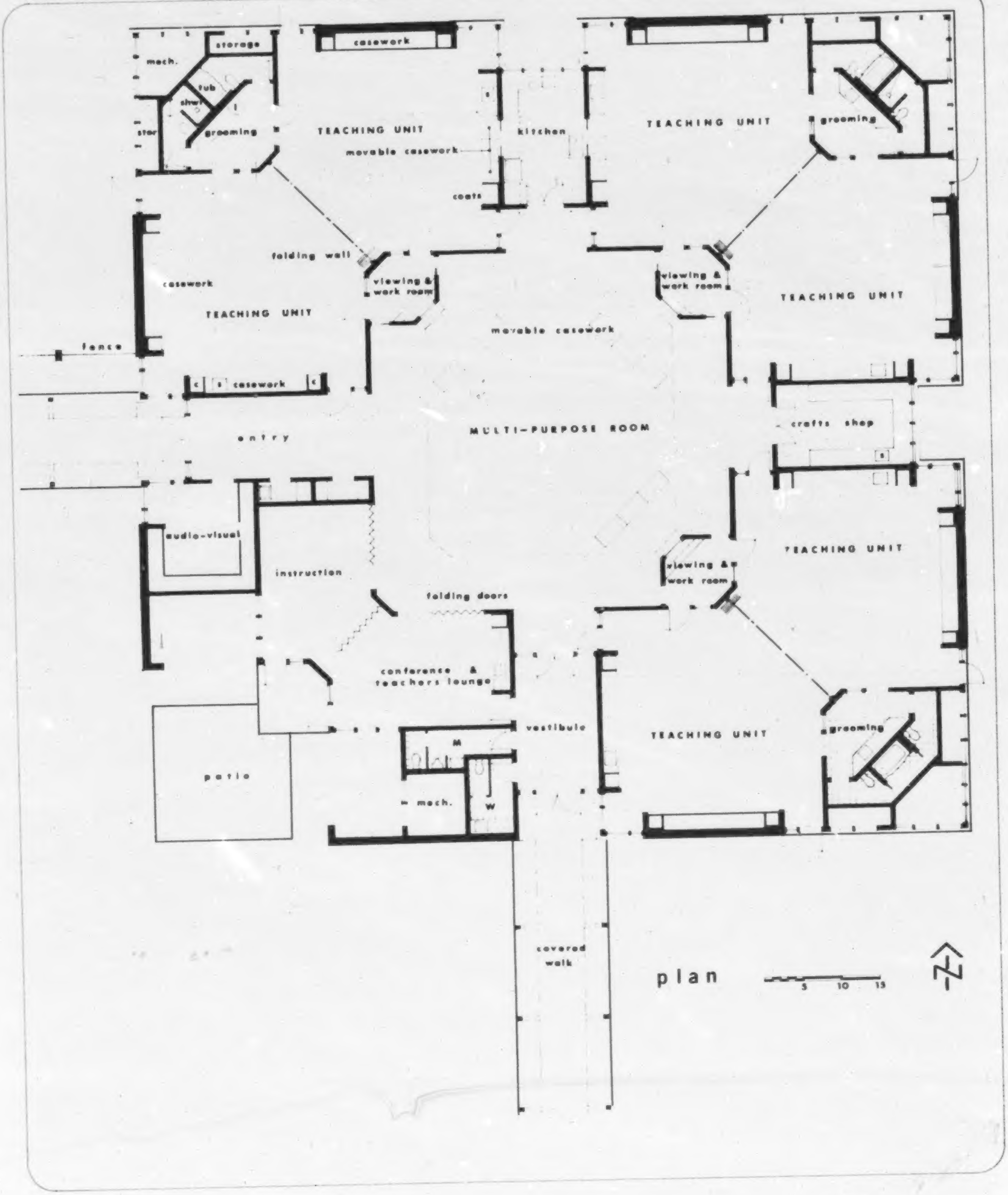
The theory behind the construction of a special education facility at Vineland Elementary School holds that integration of special education pupils with regular pupils is beneficial to both. The TMR pupils at Vineland Elementary share some of the school's space and facilities with the regular pupils in attendance there. In addition, the location of the teachers' lounge in the special education addition to the school encourages interaction among regular and special education faculty members.

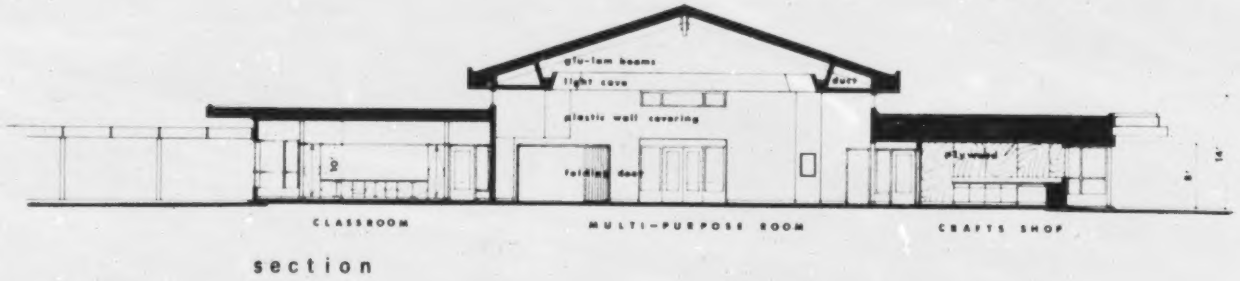
A commons area is used extensively for group activity and for plays and performances by the special students before an audience of regular students. Parent and community meetings and many other activities that stimulate understanding of the program for the retarded are also conducted in this area.





BEST COPY AVAILABLE

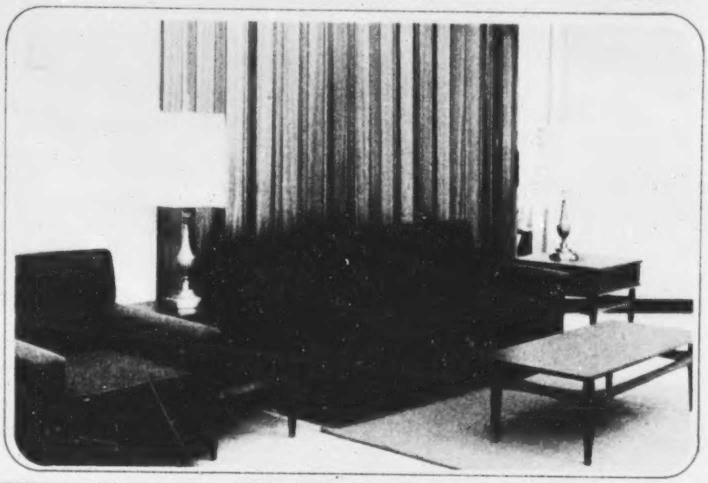

storage
casework
mech.
tub
shwr
stor
grooming
TEACHING UNIT
movable casework
kitchen
coats
TEACHING UNIT
grooming
folding wall
viewing & work room
casework
TEACHING UNIT
viewing & work room
TEACHING UNIT
movable casework
fence
casework
c
s
c
entry
MULTI-PURPOSE ROOM
crafts shop
s
audio-visual
instruction
TEACHING UNIT
viewing & work room
folding doors
conference & teachers lounge
vestibule
M
mech.
W
TEACHING UNIT
grooming
patio
covered walk
plan
5
10
15
N

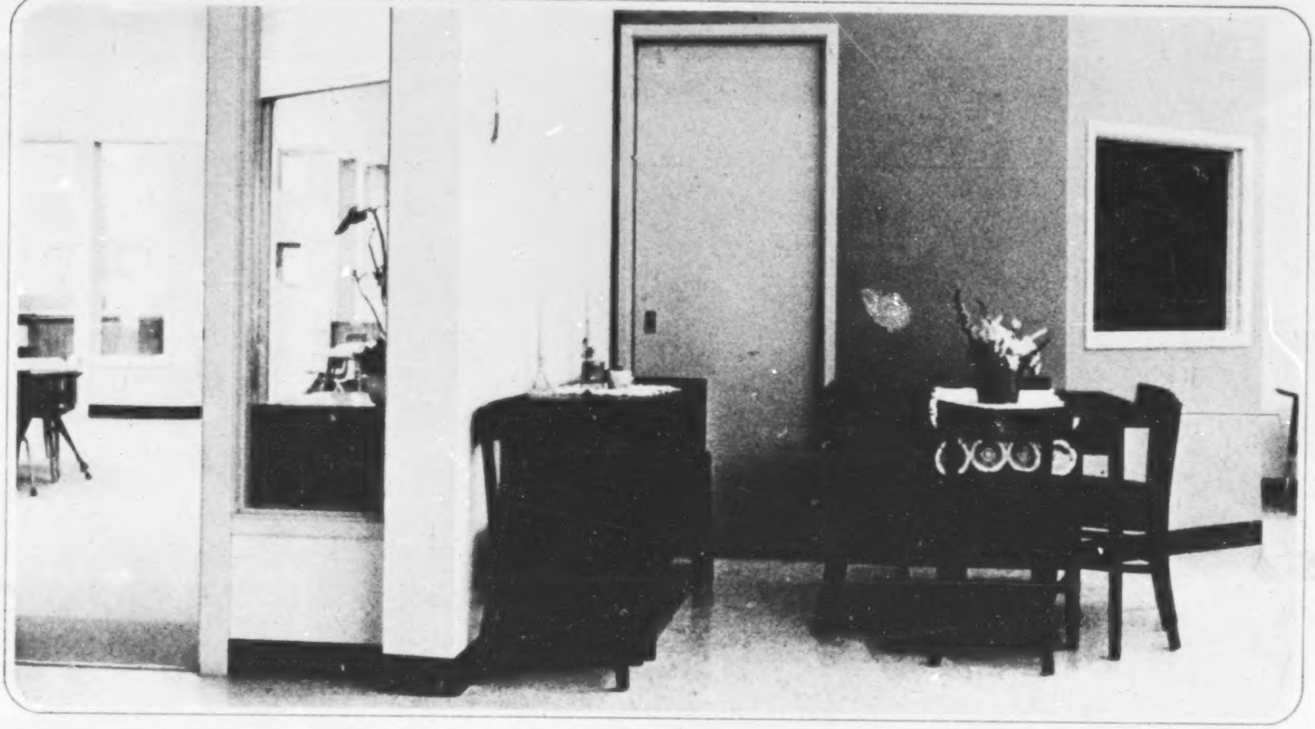

glu-lam beams
light cove
duct
plastic wall covering
folding door
plywood
CLASSROOM
MULTI-PURPOSE ROOM
CRAFTS SHOP
section

Facility Design

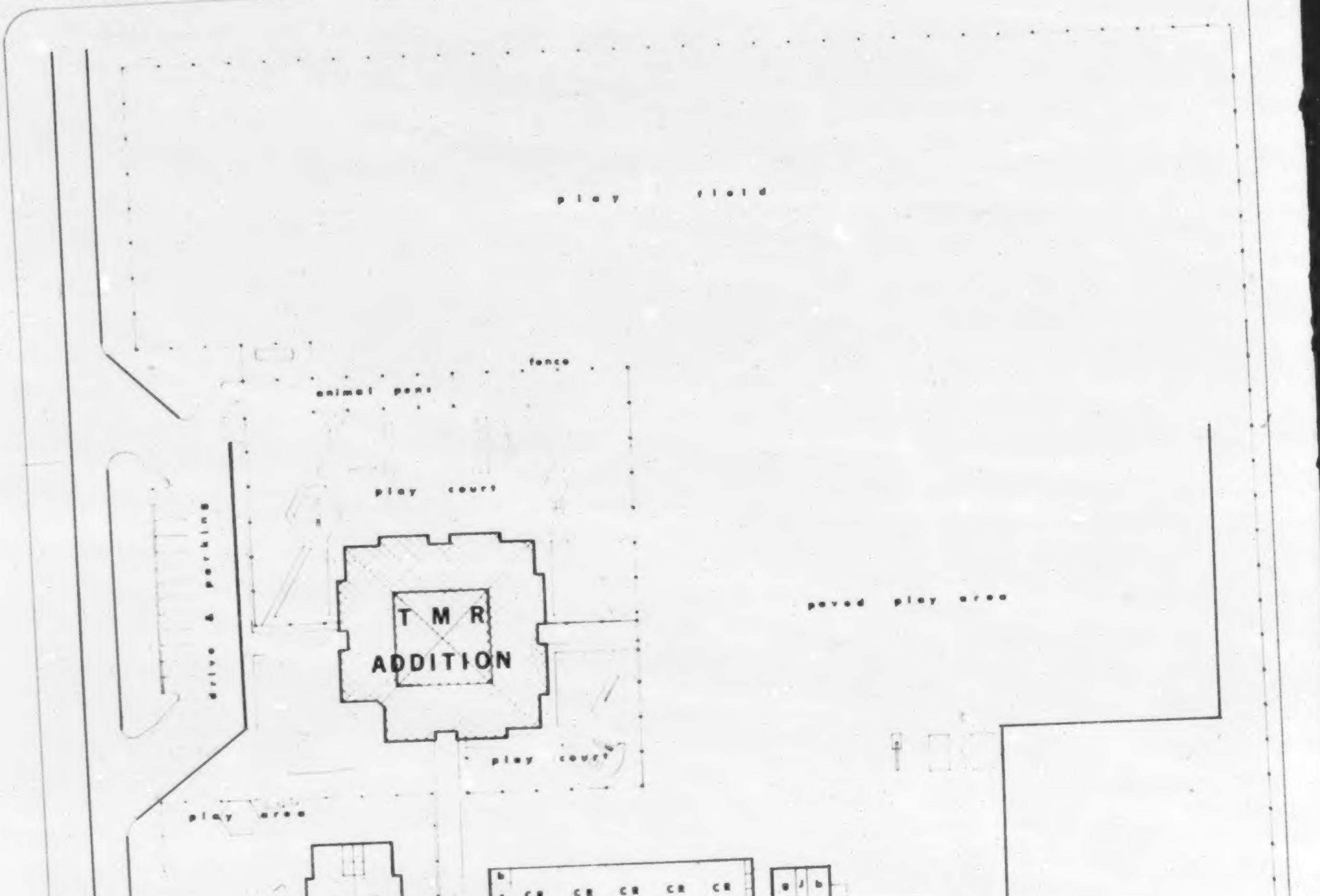
The facility includes six classrooms, a conference room, an audiovisual room, a crafts shop, three grooming areas including bathtubs and showers, three workrooms and viewing areas with one-way glass, a large multiuse room, and a kitchen. There is also a fully equipped home living area and dining room. Several walls are movable, allowing free flow of activities from instruction areas into the large multiuse space.

Educational playground equipment and outdoor instructional equipment is installed in the large playground, which is used by both regular and special education pupils.





VINELAND ELEMENTARY SCHOOL *Trainable Mentally Retarded*


play field
fence
animal pens
play court
drive & parking
T M R
ADDITION
paved play area
play court
play area
K K
CR CR CR CR CR
ADM CR CR CR CR
CR
CR
CR
CR
MP
Kit
20th Street
parking
parking
play field
Eye Street
site plan
N

Photography and Design: *Larry E. Stubbs • Bureau of School Facilities Planning*

[illegible]